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ABSTRACT

This series of group guidance activities for kindergarten through sixth grade teaches concepts based upon essential skills for students included in "Guidance and Counseling State Plan for Excellence in Alabama Public Schools" (Bulletin 1984, No. 39) (The State Plan). The activities focus on personal and social skills, educational skills, and career and vocational skills. The activities are organized by grade level, to provide a comprehensive, basic classroom guidance program based upon recognized developmental needs of children. Each grade level is divided into sections on personal/social development; educational development; and career/vocational development. The range of activities includes liking yourself for kindergarten; building communication skills for first grade; developing independent work habits for second grade; learning to compromise and solve conflicts for third grade; developing effective study habits for fourth grade; responding effectively to adults for fifth grade; and assessing the influence of others for sixth grade. It is noted that the activities are designed to foster values traditionally accepted in American society and that they are based on the premise that when provided all available facts and the opportunity to consider likely consequences of behavior, children will develop responsible self direction and choose to behave in ways that are most satisfying to society and themselves. (LLL)

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ED 403 498

GROUP GUIDANCE ACTIVITIES FOR ALABAMA ELEMENTARY SCHOOLS (K - 6)

CG 034 097

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GROUP GUIDANCE ACTIVITIES FOR ELEMENTARY SCHOOL

(K-6)

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INTRODUCTION

This series of "Group Guidance Activities for Elementary Schools, K-6" teaches concepts based upon essential skills for students included in the Guidance and Counseling State Plan for Excellence in Alabama Public Schools. (Bulletin 1984, No. 39) (The State Plan). The activities focus on skills for: Learning to Live (Personal/Social Skills), Learning to Learn (Educational Skills), and Learning to Earn a Living (Career/Vocational Skills). These activities are organized to provide a comprehensive, basic classroom guidance program based upon recognized developmental needs of children. They are intended for use by classroom teachers or counselors and require little preparation and few outside resources. The activities are designed for specific grade levels based upon the most common developmental needs of children of that level. Counselors and teachers should be aware, however, that an activity may be utilized at any grade level if it is appropriate to the level of the group. For example, some fifth grade activities would be appropriate for a group of developmental advanced fourth graders or some third grade activities may be appropriate for developmentally delayed fifth graders.

The Alabama State Board of Education has long been concerned with integrating into the curriculum activities designed to ensure that all students develop skills for establishing and maintaining emotional maturity, wholesome mental health, and good citizenship. In 1974 the State Department of Education published a Guide for Teaching Ethics and Moral Values in the Alabama Schools at the direction of the State Board of Education. The State Board of Education reasserted the importance of these skills in a 1986 resolution which mandated that the skills delineated in The State Plan "be emphasized and taught in the classrooms of Alabama in each grade K-12, in a planned, thorough, comprehensive, sequential and verified manner." (SBR-G8) Additionally, in 1984 the State Board of Education adopted a resolution which requires the infusion of career education concepts throughout the school curriculum at each grade level (SBR-F40). The appendix (p.) lists these career education concepts and references where each is represented within the activities.

The activities are designed to foster values traditionally accepted in American society. They are based on the premise that when provided all available facts and the opportunity to consider likely consequences of behavior, children will develop responsible self direction and choose to behave in ways that are most satisfying to society and themselves. The activities are not intended in any way to impose or depose values. An additional focus of these activities is the improvement of self-concept. Research has shown that the degree of children's self-esteem is directly related to their academic performance as well as being instrumental in determining how well they are able to work and play with others.

Finally, these activities are not meant to limit a teacher or counselor in integrating the development of positive behavior in students' personal and community lives. They are to be used as springboards for teachers and counselors to develop their own ideas and activities which can be incorporated into their curriculum. Additional suggestions may be obtained from the staff of the Counseling and Career Guidance Program of the Alabama Department of Education.

PURPOSE

The State Department of Education's A Plan for Excellence: Alabama's Public Schools identifies guidance and counseling as an essential service to be provided to students in support of the instructional program. In addition, it calls for a state plan for guidance and counseling to be developed and for local schools and systems to formulate compatible plans for providing this essential service to students.

Consequently, in 1984, The Guidance and Counseling State Plan for Excellence in Alabama's Public Schools (The State Plan) was published identifying program goals and objectives and minimum essential skills for students to acquire. The "Group Guidance Activities for Elementary School" attempts to organize the process and procedure through which Essential Skills for Students in The State Plan may be communicated and practiced by students in grades K through 6. Activities focus exclusively on developmental guidance and are intended for use with large groups.

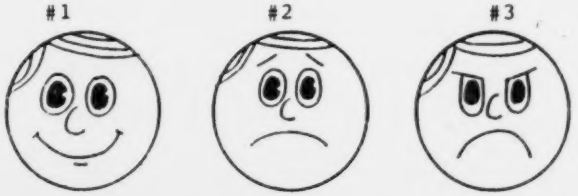
Developmental guidance with large groups is only one part of a comprehensive program at the elementary level and usually consumes no more than approximately one fourth of the school counselor's time. An elementary school counselor also conducts educational diagnosis; consults with principals, teachers, parents, and others; and counsels with individuals and small groups. Therefore, it is unrealistic to expect all of the skills included in the outline to be covered effectively during the school year. It is anticipated that an elementary school counselor (or some other responsible person) will use this document and the sequential developmental outline of skills as a source from which to plan a group guidance program which most nearly meets the needs of students in a particular school.

GROUP GUIDANCE ACTIVITIES

KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Liking yourself A. Understanding and accepting self	1. Measure the height and weight of each student and put measurements on a chart for display. 2. Talk with students about differences in size and weight and that **variations are simply a part of a student's uniqueness as he grows up.**
Purpose: To help students appreciate their physical uniqueness	3. Discuss how children grow from babies to adolescents to adults. Use pictures of animals or people in different stages of growth to illustrate. Display on bulletin board or time line. 4. Materials: Ten sheets of paper for each child with titles listed below. Crayons, magazines, scissors, glue. Make a booklet for each child entitled, "The Me Book." At the top of each sheet of paper print one of the following: Me, My Family, Where I Live, Things I Like, Things I Do Not Like, Things I Need, Things I'm Good At, Things I Do to Help, Things I Want to Learn About. At various times let students complete a page as they wish to tell about themselves using drawings and/or magazine pictures. When booklets are completed, encourage students to share pages with the class. Discuss similarities and differences among students.
B. Understanding feelings Purpose: To help students identify emotions	1. Ask students to demonstrate how they would act if they felt: sad, happy, excited, silly, afraid, etc. 2. Have students complete the following sentences orally: I get excited when... I am afraid... I feel mean when... When someone tells me I did a good job, I feel... When someone helps me, I feel... When I help someone, I feel...

KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	3. Materials: Chalk, chalkboard or poster and markers. Draw three faces on the chalkboard or a poster. (See bottom page for illustration.) Talk about picture #1 (Happy Face). Ask these questions: How do you think this boy feels? What might make him feel this way? Can you tell me some other things that make people happy? (After each response ask -- Why would that make someone happy?) Talk about picture #2 (Sad). What are some things that would make her feel this way? Can you tell me some other things that make people sad? Why would that make someone sad? Talk about picture #3 (Anger). How do you think this boy feels? What makes him feel this way? Can you tell me some other things that make people angry? Why would that make someone angry? The teacher should then explain -- These feelings we are talking about are sometimes called our emotions. Then write on the board the words **Happy**, **Sad**, **Angry**. Ask the following questions: Can anyone tell any other feelings or emotions we have? (List these on the board.) Looking at these emotions -- can you think of times you have felt happy, sad, angry, etc. (Stop each time for students to react.) Do you think it is alright to feel sad or angry at times? What seems to be okay about these feelings? Does anyone have a different idea? Why do you think that? Thinking about all we have said about our feelings, can anyone tell me one important thing about our feelings? 

KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	4. Read the following sentences and have students complete them aloud. When I get blamed for something I did not do, I feel _____. When I am going to a circus, I feel _____. When someone does not play fair in a game, I feel _____. When I am near a growling dog, I feel _____. When I win a race, I feel _____.
	5. Draw faces that show feelings like happy, sad, anxious, surprised, afraid, proud, etc. and label each.
	6. Find pictures in magazines that show how people feel. Put these on the bulletin board with appropriate labels.
	SOURCE: Evans, Margaret, ME AND MY WORLD, Pattern of Healthful Living, A Values Curriculum (Second Revision) Level Two, Harris County Department of Education, Houston, Texas, 1974, pp. 2-8, 2-10.
2. Being a part of a group A. Fitting into a group	1. Ask each student to introduce himself and share one thing that makes him feel happy.
Purpose: To help students learn how to get acquainted	2. Ask each student to share something about himself or his family (pet, brothers and sisters, etc.).
B. Sharing with a group	1. Ask students to name some things they share at school. Role play successfully borrowing one of the items named. (Teachers may need to demonstrate first.)
Purpose: To help students understand the concept of sharing	2. Discuss the consequences of not sharing with others.

KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 3. Making simple choices Purpose: To help students make simple choices	1. Have children name everyday choices they make at home (clothes to wear, foods, playing versus watching television). List these on the chalkboard. 2. Ask children to draw pictures of themselves in their favorite outfits then share why they made their choices. (Example: I wear blue jeans to play outside. I chose this blouse because it is my favorite color.) 3. **NOTE: This activity is appropriate for use later in the school year.** (Materials: Chart paper, magic marker) Read the following story to students: Once upon a time, Snorty the toad lived by Slippy Lake. Snorty had lots of of friends: Busy Beaver, Greenie the Lizard, Brownie the Squirrel, Pokey the Turtle. Snorty liked to jump around and fool people. One day as he was jumping from lily pad to lily pad in the lake, old Pokey Turtle raised his head and said good morning to Snorty. Snorty, trying to think of what he could do to fool Pokey yelled, "Hi, Pokey, would you like to run a race?" Pokey said, "Well, where will we race to?" "Let's race across the lake to hollow tree. I'll jump lily pads and you can swim. Since you are so slow, you can start a day before me." "That sounds fair enough, but how will I know you won't start early?" "Let's get Greenie the Lizard to watch each of us start, O.K.?" So Greenie the Lizard listened to their plans and said he would see that they started a day apart. Pokey started off and the next day Snorty started jumping lily pads but he began to fear he would not win. Then all of a sudden he saw Brownie the Squirrel and Busy Beaver playing by the lake. Snorty asked Brownie if he would give him a ride across the lake because his mother was very sick and he had to get to her in a hurry. Brownie said he would be glad to help Snorty out so Snorty jumped on his back and away they went like lightning. Snorty was so happy to get across the lake in such a hurry. When he got to Hollow Tree he thanked Brownie so much and Brownie ran off to find Beaver. After a long time Pokey's head came out of the water and he saw Snorty sitting by Hollow Tree. Snorty was so happy because he had beaten Pokey and poor Pokey had to rest because he was so tired. He asked Snorty how he got there so fast. Snorty said."...

KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Place students in groups of three or four and let each group decide how the story ends. Write the ending on a chart for each group, then allow each to share its ending. Reread the whole story with one of the endings the children wrote that shows Snorty not telling the truth. Ask the following questions: What happened in the story? What happened that was dishonest? Why do you think Snorty did that? How do you think Snorty felt when he won? Why? Have there ever been times when you knew someone who did not tell the truth because he wanted to win? (If there is no response, ask: "Have you ever <u>seen</u> something like this happen to someone you saw on TV or read about in a book?") How did you feel? Why did you feel that way? What else could you have done? How would this have made you feel? What do you think usually is the best thing to do when you are in a situation where you could or could not tell the truth? Why do you think that? SOURCE: Evans, Margaret, ME AND FEELINGS, Pattern of Healthful Living, A Values Curriculum (Second Revision) Level One, Harris County Board of Education, Houston, Texas, 1974, pp. 1-34, 1-37. 4. Materials: Posterboard cards large enough to be seen easily across the room, magic marker Arrange the room or area so that it is divided into 2 parts. The children are asked to line up in front of the room. Move to the rear of the room and explain that cards will be put on the opposite sides of the room. Ask the children, "Which would you choose, candy or gum?" Hold up the 2 cards which have the words/pictures on them.

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KINDERGARTEN

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	

CANDY	GUM

Take one card to one side of the room and the other card to the opposite side of the room. Ask each child to choose the card which represents his choice and to move to that side of the room.

Ask for volunteers from each side of the room to tell the reasons for their choices. Keep in mind that one purpose of this activity is to give students practice in decision making; therefore, time spent on reasons for choices should be limited. Call the children back to the front of the room and repeat the process with new words.

SUGGESTED CHOICES:

vanilla ice cream	- chocolate ice cream
cat	- dog
swim	- play ball
red	- blue
play clothes	- dress clothes
play alone	- play with a friend
play with one friend	- play with a group of friends
watch TV	- play outside
being an only child	- having brothers and sisters
live in the city	- live in the country
Six Flags	- Disney World
play with your friends	- go to the mall with your family

If someone gives you $1.00, would you:

buy a toy - buy a drink

SOURCE: Adapted from AFFECTIVE ELEMENTS OF CAREER EDUCATION IN THE ELEMENTARY SCHOOL.

KINDERGARTEN

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Learning about the school environment Purpose: To help students feel comfortable in their new environment	1. Take students on a tour of the building including offices, lunchroom, library, custodian's room, etc. 2. Introduce non-teaching staff while touring. Ask staff members to explain their jobs to students. 3. Divide students into small groups and ask them to find a specific area of the school as if on a treasure hunt. Have someone waiting there to give students a treasure badge when they reach their destination. 4. Discuss safety rules for playground, traffic routes, bus stops, bathroom, lunchroom, etc.
2. Preparing to learn	1. "MIRROR" This activity will help students learn to communicate non-verbally with each other. Have students pair off and go to a place in the room where they have some space around them. Each pair should decide who is the leader and who is the mirror. Students stand facing each other at about an arm's length, feet apart, eyes on the the floor. The leader moves eyes slowly across the other person until eye contact is made. The leader initiates movement very slowly while the partner mirrors that movement exactly. Explain to students in simple language that they should keep eye contact and rely on peripheral vision to follow body movement. As students become skillful at changing from one role to the other, they may be able to synchronize movements so there is no leader and no follower. Discuss: "What did you discover about yourself and your 'mirror?'" SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986.
3. Following directions and developing listening skills	1. Have students close eyes and identify 10 sounds (such as dropping a pencil, opening a drawer, closing the door, etc.). 2. Play "Simon Says."

KINDERGARTEN

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT Purpose: To help students improve listening skills and to learn to follow simple directions	3. Suggestions for orienting pre-school and primary grade children to testing. 1. Begin with few items and options per page and gradually increase them in number until the page is similar in appearance to an actual test page. 2. Provide practice in working in columns and rows. 3. Teach the concepts right, left, up, down, opposite, most, like, same, and different. 4. Progress from big pictures and words with few on a page to small pictures and words with several on a page, again until the final page is similar to an actual test page. 5. Provide practice in putting a mark directly on, directly under, or in the circle under the correct response. 6. Teach children that biggest can mean the most, that a pencil may be called a marker, and any other specialized vocabulary or synonyms. 7. Use both dotted lines and heavy black lines to separate the questions from the options. 8. Teach children to use a marker for keeping their places as they progress on each page. 9. Use "Begin-Stop" procedures in seat work assignments to help children become aware of the passage of time. SOURCE: Oakland T., "Effect of Test-Wiseness Materials on Standardized Test Performance of Pre-School Disadvantaged Children," Journal of School Psychology, 1972, 10, 335-360.

KINDERGARTEN

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT	1. Have students name chores they do at home and school and relate them to the tasks their parents perform on the job. Present the idea to them that coming to school is their role/job. At their job, they should be on time, listen well so they can learn, get along with others, etc. These are all things that their job requires. Be sure to help them understand that their pay/salary is what they learn each day at school. If they have listened well and followed the rules, then what they have learned will be a big salary. At an appropriate time, either during this presentation or later during the day or week, it would be good to have the students role play the various things they are expected to do each day as part of their job. To get paid well, they must learn to: put up toys, practice writing, learn numbers, talk only at appropriate times, put up lunch boxes, remember lunch money or tickets, raise their hand to talk, listen to the teacher, play nicely with classmates, etc.
1. Learning about community helpers	
A. Tasks at home and school	
Purpose: To help students understand that tasks must be performed in all environments	
	2. Create a list of community helpers who will visit the classroom to discuss their job responsibilities.
	3. Request parents to assign each child a task to do at home. Have parents keep a record for one week on whether the child performs the tasks and how well he does it. Allow the child to tell classmates about his task.
	4. Evaluate housekeeping tasks at school. Give recognition to those who completed tasks successfully and assistance to those who need it. Have students draw pictures of themselves helping at school and compile a class notebook. Discuss the pictures by asking: What did you do? How did you feel after you did the job?
B. Getting to know school workers	1. Ask students to name school personnel and their duties.
Purpose: To help students identify school workers and their roles	2. Invite each school worker to visit the classroom and let the students ask questions about his/her job. 3. Discuss the importance of each job in making the school a happier place to be.

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GROUP GUIDANCE ACTIVITIES

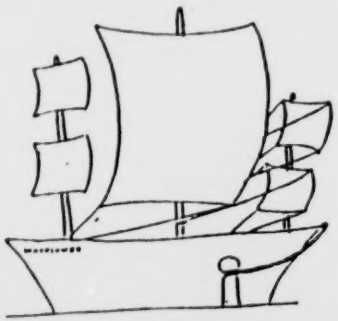
GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Learning self-direction and control Purpose: To increase self-directed behavior and self-control	1. The classroom teacher can secure a class pet for which students will be responsible. 2. Discuss with students how they keep school, home, and community clean. Have them draw pictures showing ways to keep these places clean. 3. Ask students to list things they do to make the classroom a happier place. (Such as staying in place in line, returning items borrowed, completing work on time, etc.) Select two of these behaviors to emphasize for one week. Make a chart and give students stars or coupons each day they demonstrate the desired behavior. At the end of the week those students who have demonstrated the behavior at least 3 of 5 days, or have collected a certain number of coupons, will participate in some fun activity they wish to do. Repeat the process for one month, emphasizing new behaviors each time. 4. Have student role play tantrum behavior. Discuss how behavior helps or hurts the student and others. Plan alternative behaviors and practice them.
2. Learning to work in a group A. Sharing responsibility Purpose: To help students become aware that all must contribute towards a common goal	1. Ask students to share one responsibility they have at home. Now ask them to tell what would happen if they did not perform task named. 2. Describe what would happen if everyone did not do his share to keep the home, school, and community clean. 3. Discuss why we live in groups. How are we helped by being part of a group? How do we help ourselves when we help others? 4. Read the story, "The Little Red Hen" and discuss with students.
B. Reaching consensus Purpose: To help student understand the meaning of consensus	1. Materials: Paper, pencil for each group Have students in groups of 5 or 6. An older student should be asked to assist with writing and to act as a recorder for the group. Give paper and pencil to the recorder. Tell students that each small group has been chosen to receive a pet guinea pig.

GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	The guinea pig is a male. They have 2 minutes to brainstorm names for their guinea pig. Be sure recorder writes them all down. After 2 minutes, stop. Explain that "consensus" is reaching a decision everyone can live with, that it is not like voting where some people win and some lose. In consensus everyone wins! The way to reach consensus is to go down their list of alternatives (the names) one by one and cross out the ones no one likes. After this has been done, go down the list again - see if there are any other names they want to delete. Then go over the remaining suggestions, one by one, and decide on the one name they all can agree upon. (Remind students that his name may not be their <u>favorite</u> but it should be one they do not hate; one they can accept.) Ask students to name other situations in which reaching consensus might be helpful. Also ask them to share how they feel about their group's choice of name. SOURCE: Treat, Carol Lou and Bormaster, Jeff, <u>TLC II, TALKING: LISTENING: COMMUNICATING II</u>, 8807 Merion Circle, Austin, Texas, 78754, pp. 100-101.
C. Understanding the feelings of others Purpose: To help students understand the feelings of others working in a group	1. Place several children in a circle on the floor with toys in the center. Discuss what can be done with the toys. Can everyone play with the toys at once? Why or why not? How can everyone have a chance to play with them? What does it mean to share? Have you ever been forced to share something? How did it feel? What happens when you do not share? 2. What does being kind mean? Discuss and give examples. Draw pictures showing kindness at home and school. Should people be kind only to those who are kind to them? Why or why not? 3. Read and discuss "The Lion and the Mouse." Have students create fables and let class suggest one line morals. (Also see Grade Three, Personal/Social Development, C.1., p. 39.)

GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT D. Understanding individual differences Purpose: To help students appreciate individual differences	1. Take pictures of each child in the class. Use the pictures to make a bulletin board about the class. 2. Discuss individual differences such as color of eyes or hair, physical size, sex, types of clothing, etc. How do these differences make us individuals? How are we all alike? What might happen if everyone in the classroom were exactly alike? 3. Have students make their thumb prints. Discuss that no two prints are alike. Use prints for a bulletin board.
3. Making more complex choices Purpose: To assist students in making more complex choices	1. Determine with students their choices at lunch. Ask the following: Did you choose something you liked for lunch? What would you do if you chose something that you did not like? 2. Ask students to name decisions they make daily. Ask: Why do you make these decisions? When you make a decision, who is responsible for what happens? Is that good or bad? Why? What is important to remember when making a decision or choice? Why? 3. "The Mayflower" NOTE: This activity is for use with capable first graders.  If your family were sailing on a long trip like the Mayflower: 1. What 6 items would you take from your home and why? 2. If there were room for 5 people other than your family, who would you choose to go along, and why? 3. In choosing shipmates, what qualities would you like them to have? SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 35.

GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 4. Understanding and accepting natural/ logical consequences Purpose: To make students more aware of the positive and negative consequences of their choices	1. Read the following story to students: RICK AND THE LADY Rick was running through the parking lot when he spotted it in the shopping cart. Mother had told him to get his hair cut and walk on home. She could finish buying groceries without him. Rick stopped and looked around. He walked between the cars. No, there didn't seem to be anyone around. In fact, he was the only person on this side of the parking lot. Where had the red purse come from? "Some lady probably loaded her groceries into her car and drove off without it," Rick imagined. It was his now. He had found it, hadn't he? She was long gone. Rick looked around again and reached down into the chrome basket for the purse. He held it close to his jacket and walked quickly behind the store. No one could see him there. Opening the silver clasp and pulling apart the sides, he saw a bulging white billfold. Rick's fingers shook as he unbuttoned the flap and counted fifty-four dollars in bills and thirty-two cents in change. "Whew! The lady carries some money around!" he thought excitedly. He pulled out the plastic pockets. "She has a lot of credit cards," he thought. "I guess all ladies like to shop at every store in town." Then he saw the driver's license. The lady was Mrs. Freida Woods. She lived at 2379 Hawk Street. Her telephone number was 261-3209. Rick looked down at her picture on the license. She had regular brown hair and dark eyes. They were nice. You could say she was pretty. About the age of all the guys' mothers. This Mrs. Woods looked so friendly and trusting. "By now she will be worried about her billfold. What should I do?" Ask the following questions: Rick told himself a lie. What was it?

GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Several times in the story Rick was worried that someone might see him. Why? How did he show his nervousness? How do you think the story should end? What could be the consequences if Rick keeps the purse's contents? How would Rick feel if the situation were reversed? If Rick does not return the purse could this lead to other dishonest acts? Why or why not? Does it usually take other dishonest acts to cover the first? How will Rick's family feel if he returns the purse? If he keeps the contents? Have you ever found something and did not know what to do? What happened? How did you feel? Why did you feel that way? Thinking back over what you did, would you do anything differently today? What? SOURCE: Taylor, Wendelin, Touching Lives, Pattern Of Healthful Living, A Values Curriculum (Second Revision) Level Four, Harris County Department of Education, Houston, Texas, 1974, pp. 4-23, 4-28. 2. "What Happens After I Choose" Ask each child to make believe he/she has made the following choices. As a group, talk about what would happen after each choice: You choose to spend your lunch money on candy. You choose to watch television instead of doing your homework. You choose to watch a horror movie on television. You choose to take your brother's bike out after he said you could not. You choose to talk when directions are given. You choose to say unkind things to others. You choose to help a friend with a chore or task. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 36.

GRADE ONE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	3. "Visit the Principal" For teachers who like to give extra privileges to children for their accomplishments in academic work or social behavior, a visit to the principal can be a privilege many children will want to work toward. One child or several children at a time visit with the principal for 5 or 10 minutes. This visit with the principal reinforces desired behavior and gives the principal a chance to be the "good guy" instead of just the disciplinarian. To further carry out this idea, call parents occasionally to tell them about an accomplishment or a good deed performed by their child. Try to catch children "being good" and give positive feedback! SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 34.

GRADE ONE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Building communication skills A. Relating experiences in a group setting Purpose: To help children learn to express their needs to others in an appropriate and effective manner	1. Show a picture of a child taking something away from another child without asking. Demonstrate for class the correct way to borrow something. Ask students to think of and act out other positive ways of borrowing something. What is the difference between borrowing and taking something? What do you do if you want to borrow something and the owner is not there? What do you do if you borrow something and break it? What happens if you do not return something you borrow? 2. Play "charades" to develop non-verbal communication skills. Discuss other forms of non-verbal communication such as signals used in sports, music, and semaphore.
B. Communicating needs to adults and peers Purpose: To help students appropriately ask an adult for help and to receive and give compliments	1. Have students tell about a time they were not understood by an adult or when they needed help from an adult. 2. Role play these situations emphasizing appropriate time and manner of speaking when seeking help from an adult. - A child asks for help from a teacher when she is busy grading papers. - A child asks for help from a teacher when she asks if anyone needs help. "Compliment Box" Prepare a compliment box by taping the lid on a shoe box, covering it with "happy" pictures and cutting a hand-sized hole in the top of the box. Into the box place light colored slips of construction paper with the name of one group member on each slip. The children form a circle. Lead a discussion about "What is a compliment? Who gives compliments? How does it feel to give/receive a compliment? Why do people compliment?"

GRADE ONE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	Then have one child shake the "Compliment Box" and pass it to each child who then draws out a slip. No one is to tell anyone else whose name he has. Help a child to read the name on his/her slip if necessary. After all slips have been drawn, the children are asked to look at and think about the person whose name is on the slip. After about 2 minutes, the teacher asks who wants to tell out loud the "something nice" about the person whose name he/she has. Encourage the child to look at the person he/she is talking about and to call him/her by name. When all have spoken who wish to, the slips are placed back in the box for another time. Focus on how it <u>feels</u> to give/receive a compliment. Each day draw out a name from the box and place it on a chart. Other children will observe this child and compliment him during the day. At the end of the day summarize appropriate behaviors and reinforce children who give compliments. Ask if anyone remembers hearing someone else giving a compliment. SOURCE: <u>Affective Elements of Career Education in the Elementary School</u> 3. Read the following story to the class, then discuss. This is a story about a boy named Freddie and how he <u>didn't</u> get what he wanted for his birthday. Everyone in Freddie's family wanted his birthday to be a happy one, so about a week before his big day they started asking him questions. His dad was a baker and wanted to bake him a special cake. So he asked Freddie, "What is your favorite kind of cake?" Freddie answered, "Guess!!!" And even though he knew his favorite cake was peanut butter cake with banana frosting, he wouldn't tell his dad. Finally his dad gave up on guessing. His sister wanted to give him a game. When she asked him what he liked, he said, "Sannywan." That is baby talk for Candyland. Even though his sister told Freddie she couldn't understand him, he would only answer in baby talk. She gave up. Freddie's mother had told him he could have some friends over for a birthday party. But when she asked him who he wanted to invite, he pouted and said,

GRADE ONE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	"Nobody." You see he was angry at his mother for making him stop playing with the telephone. He really wanted Anna, Robin, and Jack to come to his party, but he wasn't speaking to his mom. She shrugged her shoulders and left him alone. Finally, it was Saturday and it was Freddie's birthday! Freddie was looking forward to a birthday party with his friends, lots of peanut butter and banana cake, and a brand new Candyland game. But what do you think happened on Freddie's birthday? After lunch, his dad brought out a cake, but it was white cake with strawberry frosting. "I hope that I guessed right," said Freddie's dad. "Yuk," thought Freddie. He looked around for his friends. Then his mother said, "I wish we could have shared this party with your friends. But I invited who you said you wanted... nobody." "Rats," thought Freddie. His sister handed him a gift box. He opened it eagerly, only to find a stack of sandwiches! "I hope you like your "sannywans" Freddie," she said. "Oh, no!" Freddie thought, "What went wrong?" DISCUSSION: 1. What do you think went wrong? 2. What could Freddie have done differently so that his birthday could have been more what he wanted? 3. Freddie did not communicate clearly to his family, so they did not know what he wanted. Can you think of some things that are important to communicate clearly here in our classroom? (NOTE: Elicit those issues which are important in your class.) SOURCE: Alachua County School Counselor Resource Guide: Elementary K-6, School Board of Alachua County, Florida, 1983.

GRADE ONE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT C. Learning to listen and follow directions	1. Orally give students two directions such as: stand up and turn all the way around once. Ask for individual volunteers to complete the directions. Continue increasing the number and complexity of directions until all students who wish to have participated.
2. Accepting responsibility for individual work Purpose: To help students accept responsibility for individual work	1. Describe good work and study habits for home and school. Have students illustrate both situations then display pictures in the classroom. 2. Create a chart listing acceptable behavior of good classroom citizens. Discuss with class. 3. Assign tasks for classroom management, for example students water plants, pass out papers, clean chalkboard, etc. Let the children determine what tasks need to be done and establish a rotation system for each child's assuming a responsibility.
3. Adjusting to the school environment Purpose: To help students adjust to the school environment	1. See Activity 1. above. 2. The teacher or counselor should write a column for the school newsletter or send letters to new students and their parents. 3. The teacher or counselor should interpret test scores for parents. 4. The teacher and/or counselor should identify students with special needs and make appropriate referrals.
4. Developing test-taking skills Purpose: To help students become familiar with test terminology	1. Examine test terminology with students. Make new terms a part of a vocabulary lesson. Use handouts for practice. (Also see Kindergarten, Educational Development, Activity 3, p. 7.) SUGGESTED VOCABULARY alike, all of the above, base word, best, blends, choose, circle, different, first, fourth, go on to the next page, I don't know, key word, mark, none of the above, root word, sample, second, stop, third, underlined, vowels

GRADE ONE

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Learning about parent's jobs Purpose: To help students become familiar with the working roles of parents	1. Ask students to interview their parents about their jobs. Use a questionnaire such as the following: Where do you work? What time do you go to work and what time do you get home? How many days do you work? What are some of the things you do every day? Do you like your job? Why or why not? 2. Make a bulletin board of the various jobs held by parents.
2. Learning about other community workers Purpose: To help students identify community helpers and their jobs	1. Ask students to identify 5 workers who often use reading and/or writing in their job. Discuss. 2. Ask students to identify 5 workers who often use numbers in their jobs. Discuss. 3. Act out occupations of a bus driver, policeman, teacher, cook, and newspaper carrier. Discuss what they get for working. 4. Have students identify how they would spend $1.00 in a week's time.

GROUP GUIDANCE ACTIVITIES

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Developing responsibilities A. Learning to follow rules Purpose: To help students understand rules and the reasons for having them	1. Formulate or evaluate classroom rules with students. Ask what would happen if students did not follow these rules? Why are need rules needed? How do rules help us to be better citizens? How do you feel about rules? What class rules should be changed? Why? How? 2. Make a chart to see if all families have the same rules. Role play the following situation: A child's overnight guest wants to stay up late to watch television. Have four children pretend they are the mother, father, son or daughter and the guest. Discuss rules to follow. 3. Have the class generate a list of five rules that they all follow. Let them create a bulletin board illustrating each rule. 4. Have children predict what kind of rules they might make for their own children. 5. Help children make individual self-evaluation charts to take home. Example:

Rules	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
Put toys away							
Hang up clothes							
Be on time for meals							
Go to bed on time							

Check the squares or color them green for yes, red for no.

6. Discuss the Cub Scout and/or Brownie pledge and their meanings.

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	7. List rules of the neighborhood such as do not walk on the grass, do not pick flowers, etc. What is the difference between a rule and a law? How are rules enforced? Why are they made? What happens when someone does not follow rules?
B. Learning the difference between tattling and responsible concern	1. Ask students to share a time when they were tattled on by another student. What is a "tattletale?" What were their feelings about being tattled on? How did they feel toward the student who tattled? Why do students tattle? Who is hurt by tattling? Who is helped? What are the alternatives?
Purpose: To help students recognize situations when it is appropriate to tell an adult what is happening	2. Ask them to name situations in which they believe tattling would be the appropriate thing to do (such as when responsible concern for another individual is shown.) How does one determine such situations? Discuss consequences of telling and not telling on someone.
	3. "Is Telling Always Tattling?"
	Below are some things that could happen to youngsters. Tell students to suppose that someone told an adult about each example. Ask the class to indicate those times when telling would be tattling.
	On the way to school, an older student shoved you and made you fall down. He told you not to tell or he would "beat you up."
	Bill turned the water on too fast. He got his face wet and spilled water on the floor. He wiped it up.
	Mary took Susan's umbrella and hid it. It had been raining all day.
	Carl was playing kickball. He kicked the ball, and it hit Ken and knocked him down.
	Most of the class was interested in reading the books on the reading list. Jean saw Bess write down a lot of books. Jean did not think Bess had read all those books.

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 27.
2. Understanding family relationships A. Understanding different kinds of families Purpose: To help students gain and understanding of different kinds of families	1. Ask students to finish the following sentences orally. A family is .... Some members of my family are.... Some things my family does together that are fun are .... One of our family's rules is .... One way my family shows its love for me is .... One way I show love for my family is .... I like my position in the family because .... My ideal family would be .... 2. Have students draw a picture of their family. Discuss the various kinds of family structures and what they have in common as well as how they are different.
B. Understanding roles and responsibilities of different family members Purpose: To help students learn how each member contributes to the family's functioning	1. Ask students to share one responsibility of each member of their family. 2. Ask students to complete the following sentences orally. One of my most important responsibilities at home is.... A responsibility I would like to have is.... A responsibility I am glad I do not have is.... The person in my family who has the most responsibility is.... 3. Discuss what would happen if students did not accept their responsibilities at home. If their mothers did not, etc.

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	4. "Family Puppets" Have children make puppets. Make an easy-to-assemble puppet stage by turning a bookcase around so that the shelves face the puppeteers and the back of the bookcase faces the audience. Puppeteers will crouch behind the bookcase so that they are hidden from the audience, while holding their puppets above the top of the bookcase. Or place an oversized tablecloth on a table so that the cloth hangs from the table to the floor. Have children kneel behind the table so that they are hidden from the audience, while holding the puppets above the table top. Suggest the following situations to your students and ask them to dramatize these situations, using the puppets. - Parent puppet asks two children puppets to clean up their shared bedroom. Children puppets argue about who should do what. - Child puppet has ruined something special that belongs to the parent puppet. Now the parent puppet asks the child puppet if he or she has seen that special object. - Puppet family is on vacation when the car breaks down. The family must now spend the night in the woods. - A group of puppet children are playing together when a puppet child new to the class (or group) appears. - Parent puppet goes out for the evening, leaving the children puppets alone in the house. Variation: Have children listen to story records, or read and review well-known stories or fairy tales with children. Let them dramatize these stories, using the puppets. Materials: two adult puppets

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	two child puppets crayons or colored markers yarn buttons felt scraps four lunch-sized paper bags (per child) scissors glue material scraps odds and ends (glitter, pipe cleaners, cotton balls, aluminum foil, and so on) bookcase or table and tablecloth SOURCE: Developmental Guidance Programs, Jefferson County Schools, Birmingham, Alabama, 1986, pp. 17-18.
3. Improving manners A. Respect for rights of others Purpose: To familiarize students with common courtesies and the basic rights of others	1. Discuss the meaning of the word "courtesy" then list areas of the school where common courtesies are shown (classroom, lunchroom, hall, play ground, etc.) List ways courtesies are shown. Draw pictures of students being courteous to one another and display. 2. Discuss what it means to be free. Are people free to do what they want at any time? Why or why not? 3. Discuss specific lunchroom rules. Invite students with the best daily lunchroom behavior to eat with the principal at a designated table. Give each student at the table an award.
B. Understanding how feelings affect attitudes and vice versa Purpose: To help students learn that what	1. Let students name all the kinds of feelings they can and list them on the chalkboard. Explain how our feelings are sometimes a result of what someone says to us or how someone acts toward us. Help students to recognize that: (a) feelings and attitudes affect what a person sees, (b) what one person sees is not necessarily the same as what another will see, (c) what a person sees often determines how he behaves in a situation, and (d) the way a person behaves influences the way others respond to him. How can we change our attitudes? Attitudes of others?

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT they say and do affects others' feelings and vice versa	2. Discuss things that children say to each other in the classroom and how they make students feel. Talk about "put downs." 3. Discuss how a person's actions or words affect other students and cause certain reactions from them. Discuss baiting people, teasing, etc. What happens when teasing goes too far? 4. Make the point that remarks often determine how we feel about ourselves which is another way of describing our "self-concept." Self-concept influences our desire to do well in our everyday work or feel defeated so that we do not want to try. 5. Guide discussion to explore why children bully. How do bullies feel about themselves? How do other children feel about bullies? What are some more appropriate behaviors? Role play more appropriate behaviors. 6. Ask each student to write down something that was said to him during the week which was a put down and something said to him that made him feel good. Read aloud to class, omitting students' names. SOURCE: Skills for Living: A Developmental Guidance Delivery System, Birmingham Public Schools, 1980, p. 37. 7. Materials: Pencil and ditto sheet with ten faces for each pupil. Have children form a circle. Tell them that sometimes friends do things they dislike and sometimes things they do like. Give some examples such as: "I don't like it and feel bad when someone hits somebody in class." Ask if they can think of things people do in class they don't like and feel bad about. Discuss. Now say, "Many times children in school do things that I like. I like it and it makes me feel good when someone volunteers to help another person when they are having trouble in arithmetic." Ask students to think of things people do to them in class that they like and makes them feel good. Pass out the ten faces handout and instruct the students to put a smile or frown on a face after you read each statement below. Read the ten statements and have students mark the faces.

Our Faces are :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Someone: Is playing jump rope and invites you to join the game. Gets first in the lunch line. Sees a paper on the floor with your name on it and gives it to you. Tells you a word when you can't figure it out. Goes into your desk and takes a pencil without asking. Lends you a pencil when you ask for it. Will not play unless he can have his own way. Teases and calls you names. Shares a toy he brings to school. Breaks a school rule. SOURCE: Adapted from: Classroom Guidance: An Introductory Approach to Humanistic Education, Minnesota Department of Education.
4. Developing problem-solving skills A. Identifying alternative behaviors Purpose: To help students learn the decision-making process	1. Explain the meaning of alternative behaviors and cite several examples. Ask students to give alternative behaviors to the following situations: - You are in a department store and suddenly realize that you are lost from your parents. What will you do? - You receive too much change at a store. What would you do? - Your next door neighbor gave you an adorable baby kitten, but your mother says she really doesn't want you to keep it. What will you do? What if you found the kitten? How would you feel?
B. Selecting appropriate behaviors for specific situations Purpose: To help students explore factors to	1. Have students evaluate whether or not behavior in the following situations is appropriate and tell why or why not. - Students were playing a game of "Hide and Seek." They excluded Bob from the game because he had not shared his skateboard last week. - The students in the second grade were invited to a swimming party at Mary's house. She decided not to invite Bob, Sue, and Amy because they were poorly

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT consider when making decisions C. Understanding consequences of certain behaviors Purpose: To enable students to recognize and accept consequences of their behavior	dressed and she thought her mother might not approve. 1. Have students consider possible positive and negative consequences of the following behaviors: - Joe deliberately put a soft wad of bubble gum in Kate's seat while she was at the board writing her math problem. - Tom aimed a spitball at his friend Brian, but it landed on the teacher's forehead. - Joe sails a paper airplane, and it lands safely on the principal's head as he enters the room. SOURCE: Skills for Living: A Developmental Guidance Delivery System. Birmingham Public Schools, 1980, pp. 23-24. 2. Read the following story to students then examine the various decisions Chris made and the consequences that followed each. I FORGOT It had been a long afternoon. Ever since lunch the time had passed slowly. Only five more minutes. Chris finished the answer to the last science question on his job card. Wow! Now he could go over to Buddy's house and see his new motorbike. At noon Buddy had told him it was gold with blue striping. "Let me at it," yelled Chris to Buddy at the corner of the schoolyard. Both boys started galloping down the sidewalk to Blackberry Street. When Buddy pulled up the garage door, Chris couldn't believe his eyes. A Honda CT70. It had an automatic clutch and three forward gears. It's gold paint sparkled even in the dim garage. "Dad says it'll make 45 miles an hour on a straightaway," beamed Buddy, rubbing the leather seat. Soon Mr. Patterson was home and helped each boy ride the motor.

GRADE TWO

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Chris got so involved he forgot the time. He went home through the back yard. That was why he didn't see the cars parked in front of the house. When he opened the door, he spotted his sister Cindy carrying a tray of sandwiches. She didn't have on play clothes. There was his mother, all dressed up talking to some people in the living room. The house was filled with people. He could see the Gregory's from down the street, Mr. Palmer, Dad's boss, the Smiths and their baby .... And then he remembered. "Oh, not I forgot to pick up Dad's birthday cake from the bakery by the school. I promised Mom I'd bring it for Dad's surprise party." With the sound of the door closing behind him, everybody turned to look at Chris. Just then they could hear Father's car pull into the driveway. Chris' heart went into his throat. SOURCE: Taylor, Wendelin, Good Sex Lives, Pattern of Healthful Living, A Values Curriculum (Second Revision) level four, Harris County Department of Education Houston, Texas, 1973, p.3.1-1, p.48.

GRADE TWO

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Developing independent work habits Purpose: To help students develop a healthy attitude toward working independently	1. Ask students to research a topic that is not studied at school and develop a project about it. Have "show and tell." 2. Have students test themselves by completing a brief checklist developed to help them work independently. Include such items as: Do I have a pencil? Yes No Do I have paper? Yes No Do I have the right book? Yes No Do I understand the assignment? Yes No If the answer to the last question is no, students will need teacher assistance. 3. Take students to the library to help them learn about it and other resources appropriate for them to use in gathering information. 4. "I CAN CAN" An orange juice can may be covered with construction paper or contact paper. Each student places a can on his desk. As individual skills are mastered by the student, they are written on a piece of paper and placed inside the can. When the student needs confidence or a sense of achievement, he can shake out all the skills to see what all he's learned. SOURCE: Development Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 36.
2. Reinforcing test-taking skills Purpose: To help students learn appropriate behavior in testing situations	1. Discuss the following with students: Have you ever been afraid to take a test? Why? What did you think would happen? How do you prepare for a test? 2. What do you think is a "good" grade? How do you feel when you receive a "good" grade? What is a "bad" grade? What feelings do you have when you receive a "bad" grade?

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	3. Have you ever received a grade which you felt was unfair? Tell why you felt the way you did. How did you handle the situation? What else might you have done? 4. What is failure? What does it mean? Are there times that even the best of us fail? What can a person learn from failure? What is success and what does it mean? 5. What does a grade at school tell you about yourself? 6. Should students be rewarded for making "good" grades? Explain.

GRADE TWO

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Identifying community workers Purpose: To help students learn the function of community workers	1. Show and discuss pictures of people working together. Focus on cooperation necessary to complete a task. 2. Play games such as: Who Am I? I Wish I Were. 3. Invite community helpers to class to discuss their jobs and responsibilities. 4. "Where In The World" Name _____ **WHERE IN THE WORLD?** Write the name of the place where you would go to buy— a hammer Rocky Hardware bread _____ shoes _____ a birthday gift _____ a meal _____ a new bed _____ Write the name of the place where you go for these services- to have your car fixed Jerome's Ford to have your bike fixed _____ to have your shoes fixed _____ to have your clothes cleaned _____ to mail a package _____ to borrow a book _____ SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 43.
2. Gaining knowledge of necessary jobs in the community Purpose: To help students learn jobs necessary to maintain the community	1. Develop a list of community workers with students and write them on the chalkboard. Discuss what a community would do without the services of each. Do all communities require the same occupations? Explain. 2. Role play each worker showing the dependency of one on another. For example, the grocer must do business with the banker, the banker with the service station attendant, the service station attendant with the grocer, etc. If everyone had the same occupation, what problems would it cause?

GROUP GUIDANCE ACTIVITIES

GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Learning problem solving steps Purpose: Students will learn problem solving steps	1. Ask students to name some decisions they have made today. (What to wear, who to play with, to tell on a classmate, etc.) Ask them to share the basis for their choices, such as a favorite outfit, anger at a playmate, etc. Ask students to tell what happened as a result of the decisions they made. 2. Emphasize that there are many ways to solve problems. Students may ask an adult for advice, they may talk with someone who has had a similar problem, they may ask clarifying questions, or they may make a decision based on what they believe is morally right or wrong. Present the steps of problem solving after explaining that it is a process that involves planning an attack then proceeding through a chain of steps that results in a solution. Step 1. State the problem clearly Step 2. Explore all possible solutions Step 3. Consider consequences of each solution Step 4. Decide where you could get help making a decision Step 5. Choose the most acceptable solution Step 6. Act on that choice 3. Use the problem solving model to solve these problems: You are saving your money for a skateboard. You almost have enough when your best friend invites you to go to Six Flags. Your mother says that you may go if you pay your own way. What would you do? Have students volunteer other problems for resolution, such as someone's lunch being stolen, seeing someone cheat on a test, leaving homework at home, older student threatening to "beat you up after school," etc.
2. Developing an awareness of individual differences (physical, mental, cultural/social,	1. Draw a profile of each student using an opaque projector or other strong light. Let students cut and paste words, pictures, or anything that represents their personal interests on their silhouettes. Have students try to differentiate each other's silhouettes, then have volunt

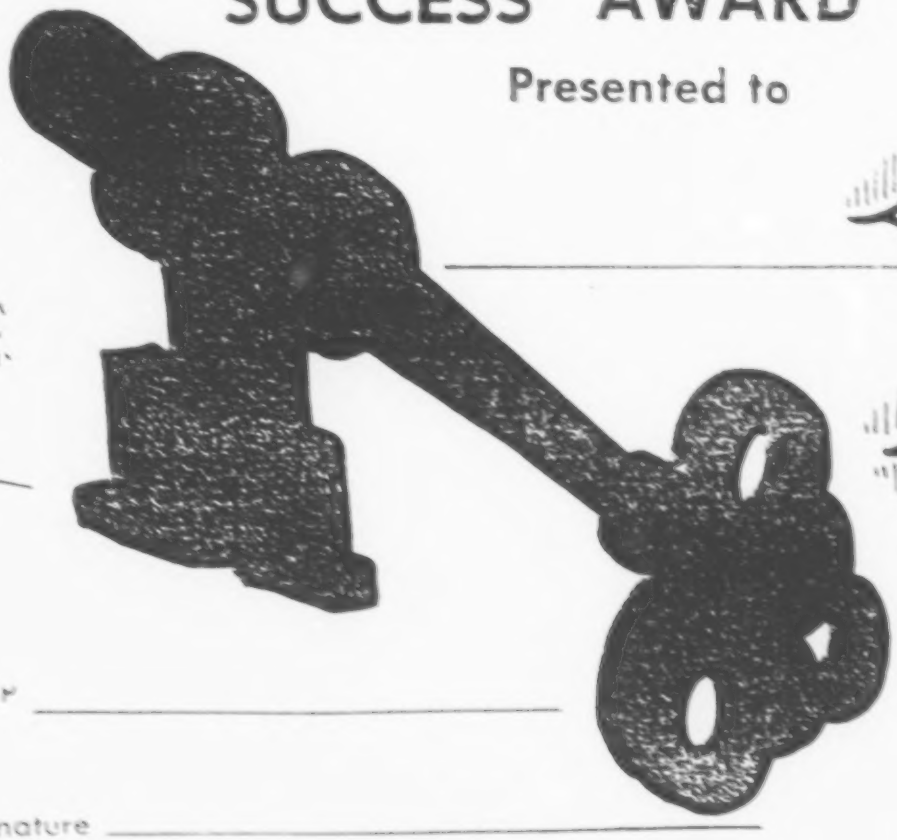
GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT differences in personality, and handicapping conditions) Purpose: To help students learn to recognize and accept individual differences	share their work with the class. What would happen if we were all alike? If everyone did the same thing? 2. Discuss the fact that we are all Americans but have different cultural/social backgrounds. Have students ask their parents about their family's background. 3. Have students distinguish ways we are all alike and ways all of us are different. Emphasize that varying from the group is alright and contributes to the uniqueness of an individual. Should you dislike a person because he looks differently? Acts differently? How does it feel when someone laughs at you? Give an example of of when you were tolerant or patient of someone different. 4. Begin by telling students that they all have certain talents or gifts that make them special and unique. Ask each student to try to think of one talent or gift which they have that makes them special. They may or may not want to share their ideas with the class. Tell students that you have noticed special talents or gifts that they all have. Emphasize that these will help them to succeed in many things that they attempt if they will use them. Give each student a "Key to Success Award" certificate with his/her name and special talent filled in. (Ex., Presented to BILL BROWN for HAVING A NICE SMILE.) Be sure that you have a certificate for every child in the class! Try to recognize as many different talents as possible in order to emphasize uniqueness. Call each student to the front of the class to present the award. Lead the applause after each award is presented (or after each group of 5, if time is short). Remind students that you have only recognized one talent that they have. They have other talents that you didn't recognize today. In addition, several students may have the same talent, but they also have special parts that make each one a little different from everyone else. SOURCE: Alachua County School Counselor Resource Guide: Elementary K-6, School Board of Alachua County, Florida, 1983.

KEY TO SUCCESS AWARD

Presented to

_____



For _____

Signature _____

Date _____

GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Accepting individual differences A. Understanding needs and expectations of others Purpose: To understand how others' needs and expectations influence a person's behavior	1. Ask what is meant by "doing you own thing." Are there times when you cannot "do your own thing" because of the expectations of someone else? Who expects certain things of you and what do they expect? Why do they expect you to behave in a certain way? 2. Explain terminology of male and female. Point out that boys are males and can become fathers when they are adults. Girls are females and can become mothers when they are adults. Ask these questions: Are males sometimes restricted from certain "feminine" activities? Name some. Are females sometimes restricted from certain "masculine" activities? Name some. Are those restrictions fair? Why do they exist? 3. "Stereotyping" Give children this brief attitude survey and ask them to indicate whether they agree or disagree. For each item, ask for a show of hands for those who "agree" and for those who "disagree." Keep a tabulation. Allow some time after each item for a volunteer from each position to make his case. If some issues are particularly controversial, you may want to set up a debate involving as many children as possible. - Women (girls) are more emotional than men (boys). - Men (boys) should not cry in public. - Men should support the family. - Women should stay home and take care of the children. - It is more important that men go to college than that women go to college. - Men (boys) should not have to do housework. - Men and women (boys and girls) should not compete together in sports events. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 9.

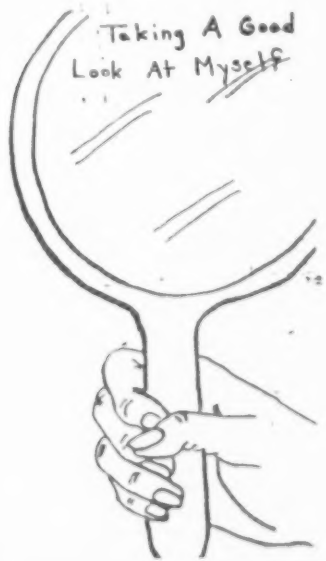
GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT B. Developing personal expectations of others Purpose: To help students learn their personal expectations of others may vary	1. Distribute art supplies unevenly for small groups of students to draw a dog. Give students 15 minutes. Ask students if they enjoyed drawing the pictures. Why or why not? Ask if everyone can draw a good picture of a dog. Would some be better than others if everyone had the same supplies? Is it unfair for everyone to be expected to turn in a picture whether it is good or bad? Should everyone be given the same chance or opportunity to draw a picture? Did anyone lend materials to another group? 2. Read the following to students: Katharine and Richard are two students in your classroom. Katharine is a good reader, but Richard cannot read very well at all. Is it fair that both students have the same work to do? Would it be alright for Katharine to help Richard? Is it fair for Katharine to get an "A" on her science report and Richard to get a "D"? How do you think Richard feels when he does his best and still gets a low grade? What could be done to help Richard become a better reader? 3. Have students illustrate an occupation they like. Ask them how they decided on the occupation. Can boys do jobs girls drew? Should boys be allowed to do the jobs girls do? Can girls do the jobs boys drew? Should girls be allowed to do jobs boys do? 4. Divide students into two groups by first letter of their last name. Have each group go to one side of the room. Ask how they would feel if there were a law that allowed only one group to go to school. Discuss. Is the law fair? Why or why not? Should all children have the opportunity to attend school? Why or why not?
C. Understanding the importance of each person Purpose: To help students learn the	1. The teacher will read the fable, "The Lion and the Mouse," and ask the following questions: a. Why did the lion let the mouse go? b. What later happened to the lion? c. How did the mouse help? d. Do we sometimes need other people to help us? How and why?

GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT importance of each person	e. Why should we help others? 2. Have students construct small red hearts with a smaller white heart in the center. Write the words "I'm OK - You're OK" in large print on the white heart. Discuss with students what this phrase means. Distribute to office personnel, custodial staff, and cafeteria staff. Ask them to wear the heart everyday for a week. 3. Highlight an individual student each day (a birthday, for example). Highlight everyone at some time for some good thing.
4. Learning to compromise and solve conflicts Purpose: To help students learn to reach agreement between opposing sides and to respect other points of view	1. Explain the meaning of compromise and its significance in everyday life. Have small groups of students role play (or use puppets) wanting to view different television programs at the same time. Have each group work out the compromise to the satisfaction of all. As an entire class, discuss how compromises were reached in each group. 2. Have students generate a list of compromises they have made with peers and siblings at school and home. Discuss. 3. Ask students to write a story illustrating one way to be fair. Use stories for class discussion.
5. Learning to set goals A. Establishing priorities B. Developing a plan C. Evaluating the results	1. Ask students to think of two goals they would like to reach within the next week (make 100 on a spelling test, go skating Saturday, etc.). Now have students rank their goals in order of priority. Next, assist students in developing a realistic plan for reaching the goal ranked first. At the end of the week, conduct an evaluation by seeing how many students reached their goal or approached it.

GRADE THREE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT Purpose: To help students see that goal setting can help them do things better	2. "Taking a Look at Myself" After discussion, have students complete the form below.  SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 16.

GRADE THREE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Developing an awareness of individual strengths and weaknesses Purpose: To interpret standardized test scores for students	1. Project a class record sheet from the Stanford Achievement Test or a sample individual record sheet from the Basic Competency Test (BCT) on the wall with an overhead projector. Explain terms--percentile, stanine, etc. (You may wish to select only certain portions of the test information to share with students.) Examine performance on content areas along the graph or mastery, non-mastery on the BCT. Begin the discussion positively by pointing out to students specific examples of category objectives that they mastered. Then the content that was not mastered. Throughout the discussion give students an opportunity to express feelings, opinions, and perceptions about the test. Discussion should result in an agreement between teacher and students about some instructional goals. 2. Display pictures of people in various occupations or have students wear clothes typical of an occupation they select. List the individual capabilities a person must have to be employed in the jobs selected. Write under each picture or have students attach the list to their clothing. 3. Have students identify their interests and capabilities and match these with the occupations they have selected. (Research may be required.)
2. Learning test-taking techniques Purpose: To help students learn how to prepare for tests, understand the need for tests and take a stand on cheating	1. Use these questions and record student responses on the chalkboard or a transparency. Why do teachers give tests? (To help students find out how they are doing in school, to find out what students know, to discover student needs, etc.) What kinds of tests have you taken in your life? How do you feel about tests in general? What happens to you before a test? During a test? How do you get ready for a test? Before a test: Understand and review a lesson Keep all material in a notebook Know what the test will cover Think of questions that may be on the test Get enough sleep Try to relax Time yourself

GRADE THREE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	2. Explore strategies to use during a test: Read directions carefully. Read each item thoughtfully. Use all time allotted. Check your answers before turning in your paper. 3. Give the following common sense questions to students so they may experience a different kind of test. - How far can a bear run into the woods? (Half-way, after that he is running out.) - If a train crashed on the Alabama-Georgia border, where would the survivors be buried? (The survivors would not be buried--they would be alive.) - Two boys played chess. They played five games and each won three. How? (They did not play each other.) - Railroad crossing without any cars, now spell that without any r's. (That) 4. Discuss the following situation with the class: The class is taking a six weeks test. Your grade for the whole six weeks depends on your grade on this test. You don't know several answers. It would be easy to see the student's paper across the aisle. What will you do? Why? How can cheating be reduced in the classroom? What should be the consequences for cheating? What would you do if your best friend asked you to cheat during a test? What if you say nothing? Discuss.
3. Adjusting to the school environment Purpose: To help students meet the	1. Use contracts, class or individual discussions, parent conferences, etc. to assist with interpretation of Basic Competency Test results, understanding mental and physical demands made on students by increased homework, and identifying students with special needs.

GRADE THREE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT increasing demands of school	2. Have a shy child help another student or involve them in small group activities. Encourage class participation by planning with the student a question and answer for the student.

GRADE THREE

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Developing an awareness of the wide variety of occupations Purpose: To help students become aware of a wide variety of jobs	1. Ask students to share their hobbies with the class. Relate their interests to various career choices by naming occupations that contain similar interests. Have students prepare a project on an occupation of their choice. Display projects. 2. Play "What's My Line?" by having students bring a tool or picture of a process or product used in the occupation. Let a student show the tool, picture, or product to the class. The class guesses what occupation is represented. Let the student tell the class if a worker in this occupation should be physically strong, the amount of training required, etc. 3. "All Aboard" Going on a trip is something we all enjoy. It is a time to forget about work and have fun. But the pleasure a trip brings to us can be the work of others. 1. If you could plan the vacation of your dreams, where would you go? 2. How is this place different from the place you now live? 3. What jobs are available here that would not be available in your own town? 4. Who could help you plan your trip? 5. What form of transportation would you use to get there? List the people you could find working on this type of transportation. 1. 2. 3. 4. 5. 6. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 24.

GRADE THREE

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 2. Becoming aware of job clusters A. Marine Science B. Hospitality and Recreation C. Transportation Purpose: To broaden students' knowledge of job clusters	1. Compare human families and relationships to job families and related occupations. Include characteristics of job families (skills required, working conditions, interests, etc.). 2. Discuss what is meant by Marine Science. Ask students to subdivide various occupations or jobs related to marine science. Do the same with Hospitality and Recreational Occupations and Personal Service Occupations. Let students choose a cluster to explore. Have students choosing the same cluster create and present a play to the class about occupations in their cluster.

GROUP GUIDANCE ACTIVITIES

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Introducing the physical and mental maturation process Purpose: To help students understand physical, mental, and emotional changes	1. Have students discuss the topic "The Perfect Age." What can they do now that they could not do in kindergarten? What will they be able to do at 16, 21, etc. that they cannot do now? 2. Have students determine which things about their physical appearance it is possible to change and which things it is necessary to accept. Where did they get their ideas of good looks? Have group discuss why personal appearance is or is not important. Discuss standards of cleanliness. Develop with students a dress code for the class. 3. Divide the class into small groups. Ask each group to draw a picture of an imaginary person using the best features of each group member. The picture will be a composite of the group. Suggest physical characteristics for students to look for such as head shape, hairline, hair color, eyes, ears, etc. Display portraits and have remainder of class identify features of group members. 4. Conduct an interview with a volunteer from the class on the volunteer's strengths and friendships. After a short interview, remark to the volunteer, "It sounds to me as though you are quite likeable and capable." If the volunteer agrees, hand the volunteer a paper signed with the letters IALAC (I am likeable and capable) written on it. The entire group may want to become involved in this part of the discussion by telling how they have or have not achieved this IALAC feeling. Next, pass out cards which have typical everyday ego-puncturing messages written on them to individual class members. - "Hey Lazy, get up or you'll be late as usual!" - "Clean your plate, don't you know how much it costs to feed you?" - "I see you didn't finish your homework again. What do you think happens to irresponsible people like you?" - "I don't believe you will ever be able to understand math!"

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	- "Frank spilled his juice again. You are just as clumsy. You always were and you always will be a klutz." - "Mary Lou, you are the only one in this class who can't understand how to borrow when you subtract. I don't know what to do with you!" - "Why can't you do as well as your sister did when she was in my class?" - "Big people don't cry." - "If you would pay attention in here you wouldn't have to move your lips when you read to yourself." Individuals are asked to read the messages to the IALAC volunteer. For each message, depending on how it affects him, the volunteer tears off a piece of the IALAC sign. The rougher the comment, the bigger the piece to be torn off--representing the degree of self-concept destroyed. Students are also invited to use their own favorite put down message on the volunteer. The activity continues until the IALAC sign has been destroyed. Usually a lively discussion follows the demonstration. The group may want to consider other put down messages and alternative ways to respond. A favorite discussion point is how to set limits and still maintain a good relationship with the students. Generally, such a discussion will reach the point of talking about how we can say, "I love you but I hate what you are doing!" SOURCE: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, Tennessee, 1975. 5. Ask students to share fears (fire, going to doctor, storms, being left alone, etc.) which are listed on chalkboard. Use the following questions as a discussion guide. Is there anything wrong with being afraid? What can you do when you are afraid to help you conquer your fear? Are there some things which we should fear? What are they? Why? Have you discussed your fears with anyone? Who?

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 2. Understanding group relationships A. Relating personal attitudes to group acceptance B. Learning to lead C. Winning and losing D. Resolving conflicts Purpose: To help students become effective group members	1. Show filmstrips ("Friends" or "Ralph"), use games or stories to assist students in understanding how to be accepted by a group. Role play. 2. Canvas students on the following or use as unfinished sentences: What are some reasons boys and girls get in fights at school? When do you think it is wrong to fight? When do you think it is alright to fight? What kind of punishment should be given to the person who starts the fight? How do your parents feel about your fighting at school? What do your classmates think of people who fight? If you have ever been in a fight, tell how it feels to be hit. What are some better ways to handle angry feelings than to fight? Practice new behaviors before the group. 3. Use the following to appraise various kinds of groups and their purposes: To what different kinds of groups do you belong? Are all groups good? Try to think of some "bad" groups. What would you do if you found yourself in a "bad" group? What would you do to encourage a shy person to become a part of a group? What responsibilities do you have as a member of a group? Must a person always be "the leader" or "a follower?" Explain. What are the traits of a good group member? 4. Prepare a bulletin board about good sportsmanship. Allow students opportunities to referee or umpire. Discuss how it feels to win; how it feels to lose. What is a good winner, a good loser? Do students expect everyone to be fair in a game? What happens if everyone is not fair? 5. Discuss the term "peer pressure" and the techniques used to apply peer pressure (using labels to make a person feel bad, different, or unimportant - fatso, stupid, etc., or the promise of acceptance, fun, belonging, etc.) Read the following situations to students, then have them formulate alternative behaviors and choose the best alternative by consensus.

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	- You are home alone. Your mother has told you not to leave the house while she is gone. Your friend calls and wants you to come over and tells you that your mother will never know. What would you do? Why? - You have permission to go skating with a friend. You are to be home by 8:00 p.m. Your friend decides to go next door for a hamburger after skating and wants you to go along. What would you do? Why? - You are at school taking a test. The person sitting next to you is cheating and offers the test answers to you. What would you do? Why? - You are on your way home from school. Your best friend shows you a pack of cigarettes and says, "Let's go over behind the building and smoke one." - What would you do? Why? - You are with a group of friends at the corner store after school. They want to shoplift just to see if they can get by with it. What would you do? Why? If something is taken for the fun of it, is it stealing? Does the cost of an item have anything to do with whether the act is honest or dishonest? Explain.
3. Learning responsible behavior A. Self-control Purpose: To help students identify socially acceptable behavior	1. Have students role play typical situations from the school environment that involve various emotions. Then discuss and decide which of these emotions are socially acceptable and unacceptable. Next, have students demonstrate how to control the socially unacceptable emotions. Finally, have students list emotions which they displayed that day and state whether they were socially acceptable or unacceptable.
B. Dependability Purpose: To help students learn that being dependable is a	1. Generalize the meaning of being dependable with students. Include such things as keeping your word, being on time, etc. Also discuss the consequences of not being dependable. Have students complete the following sentences: It is important for people to be dependable because...

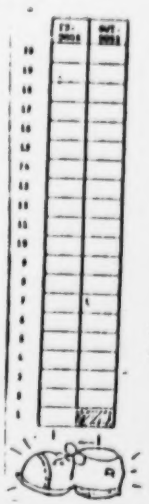
GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT part of responsible behavior	A time I was not dependable... When I cannot depend on a friend, I feel... A time I gave my word and couldn't keep it... ____ (Person) _____ depends on me for... I depend on ____ (Person) _____ for... When I give my word of honor it means... When I am on my honor it means...

2. "Kids at Work"

Kids can do many jobs. Put an "I" by the INDOOR JOBS. Put an "O" by the OUTDOOR JOBS. Make a graph of the jobs by coloring in a square for each job done outdoors or indoors.

____ Working on lawns	____ Picking fruit
____ Shoveling snow	____ Babysitting
____ Having a paper route	____ Doing housework
____ Running errands	____ Boxing groceries in a market
____ Washing cars	____ Watering indoor plants
____ Helping mother	____ Walking a dog
____ Painting a fence	____ Giving music lessons
____ Giving tennis lessons	____ Having a lemonade stand
____ Working on a farm	____ Polishing shoes
____ Sweeping the sidewalk	____ Vacuuming the carpet
____ Weeding	____ Getting the mail for a senior citizen
____ Sewing on buttons	____ Ironing
____ Selling cookies/flowers	____ Washing dishes for a senior citizen



Draw a circle around each job you have done.

Discuss with students the jobs they enjoyed and didn't enjoy doing. What makes a job enjoyable? Is job satisfaction related to task accomplishment, service to others, being outside, etc.?

SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 19.

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT C. Making choices Purpose: To help students see that they make choices which control their behavior	1. Students sometimes think they have no choice in their behavior and are controlled by others--e.g., adults. Everything they do is done because adults tell them to. This activity is designed to make students aware of just how much control over their own lives they actually do have. Follow this activity with class discussion. **WHO DECIDES?: Place an X in the box indicating who decides each of these things in your life. You may put more than one X on a line if you wish.**

	ME	TEACHER	PARENTS
1. What I eat			
2. When I sleep			
3. When I listen			
4. When I get up			
5. When I study			
6. When I make a friend			
7. When I clean my room			
8. When I daydream			
9. What I think			
10. What I wear to school			
11. What I read			
12. When I smile			
13. When I feel sad			
14. When I feel angry			
15. What I do during school time			

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	1. Sing the song or play the record "If We're Gonna Make this World a Better Place." Discuss the need for rules in the school.
4. Accepting rules for family, school, and community	2. Ask students to name rules of the classroom. Write them on the chalkboard and ask students to tell reasons for each rule being made. What would happen if these rules were not followed? How do rules help us be better citizens? What rules should be changed? How? Why?
Purpose: To teach students that the purpose for rules (and subsequently, laws) is to insure justice and fairness for all	3. Hold a discussion about family's rules using the following: What is discipline? What is punishment? What happens when you break family rules? What are some of your family rules for which you will be punished if you break them? What is the purpose of punishment? Sometimes students think a punishment is unfair. If you have ever been punished unfairly, tell about it.
	4. Discuss the following with students: Who makes laws for the community? Why are laws made? Are some laws more important than others? Explain. Should some punishment for breaking laws be more severe. Why or why not? How do you feel about being punished for something you did wrong? How do you feel about being punished for something you did not do? What is good citizenship?
5. Applying logical thought to practical situations	1. Hand out copies of the following story and worksheet to students. Discuss Disney World with the class: What is it? Have you ever been there? What did you see? Have students discuss the many possible activities there. Discuss the meaning of "dilemma." Read the story to students. Ask students to look carefully at the choices on the worksheet and place a "1" by their first choice, a "2" by their second choice and so on until they have used all the money they want to use. When finished, encourage them to share their choices and rationale for them.
Purpose: To increase student's ability to solve problems	

GRADE FOUR

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	STORY

It is 9:00 a.m. The sun is shining. It is a gorgeous day. You are at the entrance of Disney World in Florida with your parents. They give you $15.00 in cash to spend any way you wish.

You are thrilled by the prospect of doing your own thing. Then it occurs to you that there are so many exciting things to do and see and $15.00 isn't much at Disney World. Then you are aware of feeling hungry and remember that you haven't eaten since supper last night. You know you must make some decision as to how to spend your time and money. You go to the gate and get a price list so that you can number the things you want in the order of their importance.

Disney World Price List

___ Admission (Monorail & Magic Kingdom)	$ 2.00	___ Hot Dog	$ .75
___ Swiss Family Robinson Treehouse	.75	___ Coke	.25
___ Meal at Crystal Palace	3.50	___ Orange Ice Drink	.50
___ Meal at Polynesian Hotel	7.00	___ Candy	.25
___ Meal at Contemporary Hotel	5.00	___ Haunted House	1.50
___ Meal at the "Top of the World"	10.00	___ Tom Sawyer's Isle	1.50
___ Nautilus Submarine Attraction	1.50	___ Popcorn	.25
___ Small World Attraction	1.00	___ Mickey Mouse Hat	2.25
___ Country Bear Jamboree Attraction	1.50	___ Hamburger	.75
___ Hall of Presidents Attraction	1.50	___ Sky Lift Ride	.75
___ Trip to the Moon Attraction	1.00	___ Snow White's Adv.	1.00
___ Jungle Cruise Adventure	1.50	___ Peter Pan's Adv.	1.00
___ Tiki Bird Attraction	1.50	___ Water Ski Show	1.50
___ America the Beautiful (2 hrs. wait)	Free	___ Old Time Movie House	.25
___ Wings of Man (1 hr. wait)	Free		
___ Diamond Horseshoe Show (2 hrs. wait)	Free		
___ Boat Trip "Around the World"	2.00	___ Book on Disney World	1.00

GRADE FOUR

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Developing effective study habits Purpose: To help students develop time management skills for studying	1. The following suggestions on how to manage study habits are to encourage good management of study skills. They should be discussed by the class. Have the group support the importance of these suggestions. Role play these suggestions. - Work where there are as few things as possible to take your attention away from studying. - Set yourself a time to do your job and try to finish within the time set. Work fast, yet be accurate. - Prepare the difficult parts of your lessons first. - Reward yourself after studying thirty minutes or so. Then return to your studies. - Take care of the day-to-day activities in life by habit so that you do not have to make decisions about every little thing. - Make a priority list of tasks to be accomplished. Follow it.
2. Assessing strengths and weaknesses Purpose: To assist students in recognizing strengths and weaknesses	1. Give students a picture of a tree. This is the student's "Me Tree." On each "root" of the tree, the student will list one of their strengths, talents, or natural gifts. Explain the meaning of accomplishments, talents, strengths, and natural gifts and give examples of each. On the branches, students list something they have learned or accomplished. Leave some branches blank so new knowledge and accomplishments may be added during the year. Falling leaves could represent weaknesses which students will work on correcting. Give students the "Me Tree" to take home at the end of the year.

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Learning about other job clusters A. Manufacturing Occupations B. Marketing and Distribution Occupations C. Personal Service D. Public Service Purpose: To have students classify jobs by clusters	1. List jobs on individual strips of paper that involve math or language arts and are included in the job clusters below. Label four shoe boxes with these career cluster titles: Manufacturing Occupations — Personal Service Occupations Marketing and Distribution Occupations — Public Service Occupations Have students classify the jobs according to their similarities in job performances by putting the strips of paper into the proper shoe boxes. Use each box to discuss how the jobs in that box are alike and why the strips were put into the respective boxes. 2. Make a mobile of each cluster and related occupations for classroom display.
2. Learning the personal value of work A. Using abilities B. The product of efforts C. Competition and challenge D. Economic rewards E. Rewarding use of time	1. Using ability: Have each student relate his interests, abilities, and hobbies to appropriate jobs and explain why they are related. Have students list things they do best. How do they use their talents wisely? How can these talents be shared? Which require training? 2. The product of efforts: A. Have each student bring an item he/she has made to "show and tell." B. "Production Line" Discuss the question: "What happens when a group goes on strike?" Divide children into six groups. Make a production line to make a product. (An example could be valentines.)

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT	The first group has red paper with large pre-printed valentines. This group cuts out valentines. Pass the valentines to next group, who cuts out white valentines. These along with the red valentines are passed to the next group which glues them together. Pass these to the next group which prints on them "I Love You," etc. Now, pull out one group and try to continue the production line. Have a class discussion about what happens. What happens if one group is too slow? Student should be able to tell the importance of each individual (or each job) in an assembly line production as an outcome. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p.33.
Purpose: To help students understand the rewards of working	3. Competition and challenge: Discuss the things in which each student thinks he/she would enjoy competing. These will probably be areas in which students feel confident and have met with some measure of success. 4. Economic rewards: Using magazines and newspapers, have students cut out items <u>needed</u> in life which they would like to have. Have them list the cost of life's necessities and make a simple family budget. Generate a list of 10 things that are necessary in the home and 10 things that are not necessary. Discuss the differences between necessities and luxuries. Could one family consider something a luxury and another family consider it a necessity? Explain and give examples. If your home were destroyed and you could only save three things, what would

GRADE FOUR

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT	they be? Why? SOURCE: Skills for Living: A Developmental Guidance Delivery System, Birmingham City Schools, 1985, pg. 39. 5. Use of time: Discuss the times you are the happiest. How are you spending your time? How did it make you happy? Give students a large piece of paper and a pattern to draw a circle. The circle represents a 24-hour day. Students will think about how much time each day they spend on different activities: eating, sleeping, studying, playing, watching television, socializing, church, chores, pets, etc. Have students divide their personal circle into pie shaped wedges to represent the amount of time they spend on the various activities. Is there anything they would like to change about the way they spend their time? What? Why? Use the following as sentence whips: A time I put off something that I shouldn't have... A time I was tempted to waste time and didn't... It made me feel... 6. Read and discuss the story of "The Ant and the Grasshopper." 7. Set a class project, such as a party or picnic, involving a small amount of money. Have students make a list of things they want. Divide the list into things obtained or accomplished quickly and those which are long range. Define long range for students if necessary. Have students describe ways to accomplish their goals. Divide tasks among students and have them set individual goals for completing their tasks. Make sure each student calculates the amount of money necessary to accomplish his task and the the amount of time necessary for preparation.

GROUP GUIDANCE ACTIVITIES

GRADE FIVE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Understanding puberty Purpose: To help students understand body changes and human reproduction	**NOTE:** Prior to developing a unit on human reproduction, secure administrative support and parental approval. Enlist the assistance of a public health nurse or other professionals in your community if you feel uncomfortable with this topic. It is suggested that boys and girls be taught separately. 1. Review changes that are taking place in the body at ages 10 and 11. Stress the normalcy of differences. 2. Conduct a family living and human reproduction program using resource persons, filmstrips, booklets, personal supply kits, vocabulary list and group discussions. 3. Provide a question box for students to submit anonymous concerns. Answer questions at the next session. 4. Complete activities listed in the Alabama Course of Study for Health Education. 5. Conduct discussion about boy-girl relationships to help students understand the varying rates of physical and emotional development. (Also see Grade 5, Personal/ Social Development, 3.B.1, p. 62.) 6. Discuss good grooming and personal appearance with students. Have them develop booklets on grooming and personal hygiene. 7. Have students develop a dress code for the school/class. Have a "dress-up" day once a week.
2. Responding effectively to adults A. Parents Purpose: To help students become aware of rules at home	1. Ask students to define discipline. Finish these sentences: Some rules at my house are... What I like about rules at my house... The rules I would change for me if I were my parents... 2. Invite three or four parents for a panel discussion about rules in their homes, why the rules were made, and how their parents influenced them in their parenting.

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	3. Ask students to name rules they heard parents discuss. List these on chalkboard and identify similarities and differences among families.
B. Other adults and authority figures Purposes: To help students identify authority figures and learn appropriate responses to them	1. Discuss the following with students: What is authority? Who has authority over you? How did they get that authority? What responsibilities do people in authority have to you? What responsibilities do you have to them? Has someone with authority ever asked you to do something you did not want to do? Explain. Should a child ever refuse to obey an adult? What are some ways to say "no" effectively to an adult?
3. Relating effectively to peers A. Cliques Purpose: To help students accept individual differences in developing friendships	1. Discuss individuality and the uniqueness it gives each person. Ask what would school be like if everyone dressed alike? Joined the same clubs? Had the same interests? 2. Have the class list ways to make friends. Think of as many ways as possible. Role play the best ones. Ask the students to give reasons for choosing someone as a friend. Separate the reasons into the ways people act versus the ways they look. Which is more important? 3. Have students draw a picture of their best friend or a friend they would like to have. Below the picture, ask students to complete this sentence five different ways: A friend is... 4. Discuss the following: How does if feel to be part of a group to which you wish to belong? How does it feel to be excluded from a group to which you do <u>not</u> wish to belong? What would you do if you had a friend no one else liked? How do you calm down a friend who is angry? How do you cheer up a friend who is sad? 5. Ask students to complete these sentences: I really like being in a group when... I sometimes feel like I want to enter a group, but... When I enter a new group, I feel... In a group I am...

GRADE FIVE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	A group member should... When the group pushes me to do something I don't want to do... I really feel left out when...
	6. "Prejudice"
	At the beginning of the day, divide the children into two groups. Give each child in one group a blue tag and each child in the other group a green tag. Have them pin the tags to their clothing.
	After distributing the tags, tell the children: "People with blue tags are the smartest, best, most capable people. But people with green tags are not able to do anything right." Be sure to explain to the children that this is an experiment and that the groups will change places later.
	Change the seating arrangement so that the favored group (blue tags) sits close to you and the other group (green tags) sits away from you and apart from the favored group. Praise the efforts and successful behavior of the favored group, but ignore the efforts and call critical attention to the errors of the green tagged group.
	At the end of the first two-hour period, have children exchange tags. Have the new favored group (blue tags) sit close to you as before. During the next two hours, repeat the above procedure; that is, often praise and encourage the favored group, but be hypercritical and insensitive toward the other group (green tags).
	You might write down some of the significant statements and happenings yourself so that you can refer to them during discussion later.
	At the end of the fourth hour, collect the tags. Have the children talk about their experiences, using the following questions to guide the discussion:
	When you were wearing a green tag and were part of the "out" group:
	- How did you feel about the way you were being treated by me? By the people wearing the blue tags? By other people wearing green tags?

GRADE FIVE

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	- Did you ever feel angry at the group wearing the blue tags? At me? - Even though you were not really inferior, did our treatment make you begin to feel that maybe you actually were inferior? - Then when you put on a blue tag and became a member of the favored group, did your feelings change? How? **When you were wearing a blue tag and were part of the favored group:** - How did you feel about the way you were being treated by me? By the people wearing the green tags? By other people wearing blue tags? - Did you find yourself feeling angry or disgusted? - Did you ever feel that the people wearing the green tags really were or might be inferior to you? - Then when you put on a green tag and became a member of the out group, did your feelings change? How? - When we treat a group of people as if they were inferior, how do they usually act and feel? **Additional suggested discussion questions:** - Does having brown hair make someone better than you if you do not have brown hair? - Is my way the best way of doing things? - Is our language the best language? - Is the color of my skin the best color to have? SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, pp. 13-16.

GRADE FIVE

CONCEPTS	ACTIVITIES
B. Boy-girl relationships Purpose: To help students understand personality differences between boys and girls	1. Divide the class into pairs, two boys and two girls each. Ask them to contrast all the things they can think of that are different about boys and girls. Focus on the things that girls like to do or boys like to do--habits, ways of acting, personality traits, etc. After a short time, reassemble the class for sharing of lists. Write these on the board eliminating statements that are the same for both sexes. Ask: should boys and girls have the same opportunity to do certain things or should one sex have more opportunity to do the things the other sex is usually allowed to do? Why or why not? 2. Discuss why people tease. Emphasize that it can be a way of indicating a desire for friendships. Discuss limits that should be placed on teasing and that if a person reacts negatively, more teasing will be incurred, and that it is possible to stop teasing by teasing gently in return. When teasing becomes abusive, what should you do? 3. Use role reversal to allow the teaser to see his/her behavior more clearly and how others respond to teasing. Discuss feelings of the person teasing and the person being teased.
4. Improving self-discipline A. At home Purpose: To help students recognize the importance of self-control	1. Scrutinize and discuss this statement: Responsible behavior or self-control has been called the ability to make yourself do the things you should do, when you should do them, whether you like it or not. 2. Use the following sentences for students to complete: At home I have to use self-discipline.... Once I should have...but it was easier to.... A way I showed my parents that I could be more independent.... If I don't use self-control....
B. At school Purpose: To encourage students to practice self-control	1. Have students create and write a short story on the topic: The Day We Came to School and No Teachers Were There. Emphasize self-control in the absence of supervision. 2. Have students complete these open ended sentences: At school I use self-discipline when.... When the teacher makes an assignment, I....

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	When I find something that does not belong to me, I.... A time I used self-control when no teacher was present.... One way I use self-discipline to respect the belongings of others is....
	3. Let students formulate and write endings for the story below. Then ask students to share their endings and take a public stand on cheating. Tom knew the teacher was explaining long division at the board, but he was thinking about the ball game the boys would play during recess. He just heard the teacher say that there would be a math test Friday. He knew that he would have to study to understand the problems since he had not paid close attention in class. Tom practiced long division problems at home and asked his mother for help with those he didn't understand. He finally worked most of the sample problems. During the test, Mrs. Walker, the teacher, left the room. Tom realized that she had left the answers to the test on a piece of paper on the desk between his seat and Marcus'. Marcus had never been able to do math problems very well and always had problems with division. Tom picked up the paper with the test answers to see if he could learn how to work problems that were giving him trouble. He knew that to look at the answers would be cheating and decided to replace the paper on the desk without looking at it. As he placed the paper on the desk, it fell to the floor. Marcus saw the paper fall, and reached over to pick it up just as Mrs. Walker returned to the room.
	4. Have students describe the meaning of honesty (telling the truth, being unpretentious, acting justly towards others, dealing fairly with others, being trustworthy, deeds of openness and sincerity), and dishonesty (stealing, lying, and a disregard for the property, feelings, and opinions of others.) Have students write a poem or original story dealing with self-control and honesty.
	5. Use the following for class discussion or small group sessions. a. You are to have a mathematics test fifth period. You see Ann who had the test first period at lunch. Should you ask her what is on the exam? Why or why not? b. You go on a fishing trip with some friends, and all of you catch more than the quota for one day. Should you throw some of the fish back? Explain. c. A cashier in a store gives you too much change. Should you keep it and say nothing since she charged you too much on another occasion? Why or why not?

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	d. You find a billfold in the hall as you go to the library. Nobody sees you pick it up. Should you take it to the office or keep it since there is no name in the billfold and $10.00 is inside. Explain. e. You are asked to wash the dinner dishes because your sister has a date. Should you suddenly "remember" how much homework you have and say there is not enough time for you to take over for your sister? Why or why not? f. Your teacher gives your class a pop test. Should you cheat since others in the class are doing it and because you think the test is unfair? Explain. g. As you hurriedly run out of the house, late for an important date, your mother asks, "Did you clean your room?" Would you say "yes" if you knew she would not check up on you? Why? h. If your test paper had a B on it but you saw that it should be a C, should you tell the teacher to correct it? Explain your reasons. i. If you and a friend were assigned to work on a class report together and you did not have time to do your part, would you sign your name to the report anyway? Why or why not? j. You are given $15.00 to spend for refreshments for a class party and you bought some items wholesale, making the cost $13.50. Would you keep the change? Explain. k. If the speed limit were 60 miles per hour, but the road was clear and you enjoy going fast, would you speed up to 70 or faster? Give your reasons. l. You are with a friend when he takes an article from the store counter and leaves the store without paying for it. What action should you take? Why? SOURCE: Guide for Teaching Ethics and Morals in the Alabama Schools, 1974, p. 43.

GRADE FIVE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Improving study skills Purpose: To help students gain specific skills for improving study habits	1. Have students define "studying" and "skill". Ask students for specific suggestions for studying social studies, English, math, and science. Make a chart of their suggestions and display. 2. Lead a group discussion by having students respond to this statement: One thing I do now that I feel is a good way to study is... 3. Have students complete a worksheet similar to the one below and use as a basis for a class discussion. **Procedures I Now Follow For:** 1. Reviewing for a test: _____ 2. Listening to a lecture: _____ _____ 3. Watching a film or film strip: _____ _____ 4. Doing homework: _____ _____ 5. Getting a good grade: _____ _____ 6. Doing a report or project: _____ _____
2. Test-taking Purpose: To emphasize the importance of following directions and learning test-taking skills	1. Ask students to complete the following directions: Using the form on the next page. FOLLOWING DIRECTIONS FUN 1. Write your name on line one. 2. Write your teacher's name beside the ★ 3. Write your age on the bottom line inside the circle. 4. Write your grade on the empty ▭ (key) on the bottom line.

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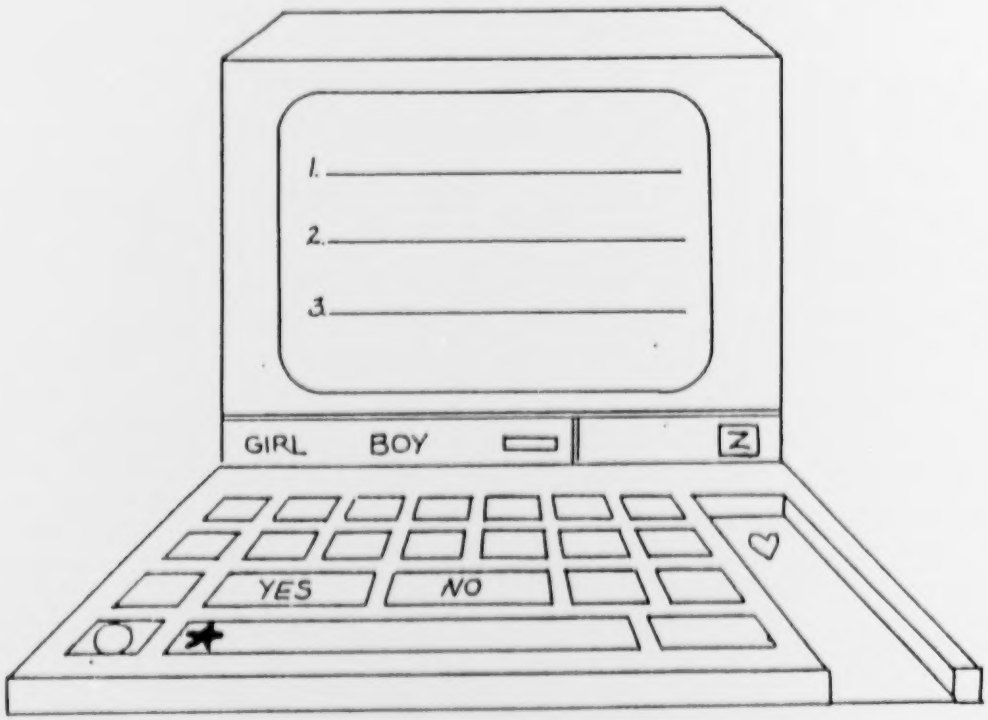
CONCEPTS	ACTIVITIES
	5. On line two write the name of your school. 6. Write the first 7 letters of the alphabet on the top row ▭ (keys). 7. On the second row of keys mark an X on each ▭. 8. Draw 3 ☺ on line 3. 9. Draw a circle around the word that tells which you are---a boy or girl. 10. Write a friend's name beneath the ♡ . 11. Circle the word yes if you like this "game." 12. Make up a name for your computer. Put it beside the Z .



GRADE FIVE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	2. Have students complete the following test urging them to read ALL directions first and follow them exactly. 1. Number your paper from one to ten. 2. Write your full name. 3. Write your address beneath your name. 4. Look at the person on your left and write the color of his/her hair. 5. Stand up and turn around three times. 6. Bark like a dog. 7. List your three favorite songs. 8. Stand and say the Pledge of Allegiance out loud. 9. Flap your arms as if they were wings. 10. Ignore all the directions above. Sign your name to your paper and be quiet so no one will catch on to this joke. Ask students how they felt when they discovered they had been tricked. Has this ever happened to them on a "real" test? Why is it important to follow directions? What happens if we fail to listen when instructions are given? Who is responsible? What are some steps in learning to follow directions? What is the lesson of this activity? 3. Tell the class that tomorrow you are going to give a test in social studies on everything you have studied this year. Then ask: How would you study for the test? Let students share their personal styles of studying. Ask appropriate questions to get them to examine better ways to study. Focus on methods used by students who usually make A's and compare them to methods used by students who usually make below average grades. 4. Have each student make up a short test on taking tests or prepare a handbook on test-taking techniques. SOURCE: The Other Side of the Report Card, Larry Chase. Goodyear Publishing Company, Inc.

GRADE FIVE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	5. THINGS TEACHERS CAN DO THROUGHOUT THE SCHOOL YEAR TO IMPROVE TEST TAKING SKILLS - Give multiple choice tests (at least one every 3-4 weeks). - Give tests that require students to concentrate for at least 35-40 minutes. - Occasionally require the use of a separate answer sheet. - Include a number of items on each test which you expect only about half of the class will be able to answer correctly. - Give tests with strictly enforced time limits. - Ask questions on a test that will require students to generalize or apply learned skills to new situations. - Use item formats on the test which differ from those used in class or in homework exercises. - Use several different item formats within the same test (e.g. have 10 multiple choice items and 10 fill-in-the-blank). - Teach students to read and understand the vocabulary commonly used in standardized tests by using them in your own tests. - When you go over your classroom tests, don't just give the right answers. Also explain the strategy that students should use to find the right answer. - Examine student test papers and talk with students to "diagnose" the source of individual problems (e.g. on a math test, does Mary set up the problem correctly, but makes computational errors?). - Stress the importance of developing good test taking habits. SOURCE: Alachua County School Counselor Resource Guide: Elementary K-6, School Board of Alachua County, Florida, 1983.
2. Assessing academic strengths and weaknesses Purpose: To help students identify strengths and weaknesses on standardized tests	1. Review with individual students their standardized achievement test results. First focus on categories mastered, then discuss content not mastered. Ask students their feelings, opinions, and perceptions about the test. Are achievement test results consistent with report card grades or class work? Set instructional objectives with students. Invite parents to be a part of this discussion.

GRADE FIVE

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT and relate test results to class performance	
3. Preparing for middle/ junior high school Purpose: To ease the transition from elementary to middle/junior high school	1. Invite the middle/junior high school counselor to visit students to discuss concerns they have about going to a new school. Also talk about attendance requirements, grading scales, etc. Take small groups of students on a tour of the middle/ junior high school. Invite parents to participate. 2. Ask students to write a description of a problem that they have encountered at a new school. Have them either read their problems or pool problems and read each one. Discuss possible ways to resolve each problem. Try to include alternatives. Have students discuss the pros and cons of each alternative. SOURCE: Alachua County School Counselor Resource Guide: Elementary K-6, School Board of Alachua County, Florida, 1983.

GRADE FIVE

CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Exploring additional job clusters A. Communications and Media Occupations B. Construction Occupations C. Fine Arts Occupations Purpose: To help students learn workers, services provided, and training required for these job clusters	1. Review what is meant by job clusters or families. Invite resource people to tell briefly about their occupations and then answer questions from students. Stress services provided, training necessary, and the variety of jobs in each cluster. 2. Have a Career Education Week and invite parents to tell about their occupations. 3. Make a classroom chart listing jobs in these clusters. 4. Have students research two jobs or interview someone with a job in each cluster. Ask them to write a short paragraph describing a job and listing the qualifications and duties. Include training necessary and level of income. Place in a career notebook.
2. Relating interests and hobbies to career choices Purpose: To help students relate avocations to vocations	1. Have students list hobbies and interests on a sheet of paper. Using the yellow pages, ask students to list as many occupations as they can find which relate to their interests and hobbies. Have students draw themselves in one of the occupations and display their pictures. Discuss the preparation needed for each job and the training needed. 2. Let students develop "seek and find" puzzles from their lists to share with classmates. 3. Discuss the following: Why do people work? How do people decide what kind of job they want? What part do interests, abilities, and talents play in making career decisions? Why are school subjects important to future work?

GROUP GUIDANCE ACTIVITIES

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 1. Understanding and accepting physical and emotional changes A. Emotional changes Purpose: To help students understand their concept of self and their individuality	1. Ask each student to write a one page description of her/himself in terms of character and personality, giving clues such as likes and dislikes. This must not include a physical description. Everyone should use the same type of paper for this activity and should not include his/her name. Collect and number papers when students have finished. Display on a bulletin board or around the room. Students number another sheet of paper and fill in names which correspond with the descriptions. This activity may take several days to complete. 2. Have students write and deliver a short speech on "What It's Like to be Me." 3. Materials: Art materials, old magazines, and glue. Ask the class what makes a good advertisement. For example, good ads catch your attention, tell you things you want to know, and convince you to buy the product or service being advertised. Request students to write an ad about themselves which "sells" their strong points and best qualities to others. A helpful hint to students is to make a list of all their skills, abilities, experiences, etc., before beginning the ad. When students finish their ads, display in classroom. 4. After students are seated in a circle, ask them to share a success, accomplishment, or achievement they had before they were ten years old. 5. Have students discuss which things about their physical appearance it is possible to change and which things it is necessary to accept. 6. Have students list 10 positive things about themselves. Use these to increase positive feelings about themselves. 7. Explain that not all handicaps involve major physical or mental problems. We all have some form of handicap that requires special effort to overcome or accept. Ask students to think about themselves and their friends. List all the "handicaps" with which youngsters must deal (broken family, poor eyesight, bad teeth, extreme poverty, chronic illness, etc.). Have students select one of the handicaps and

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	list the difficulties that accompany it then list some positive ways of coping with the handicap. 8. Ask students to complete a personal Coat of Arms.

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."

1. Draw two things you do well.

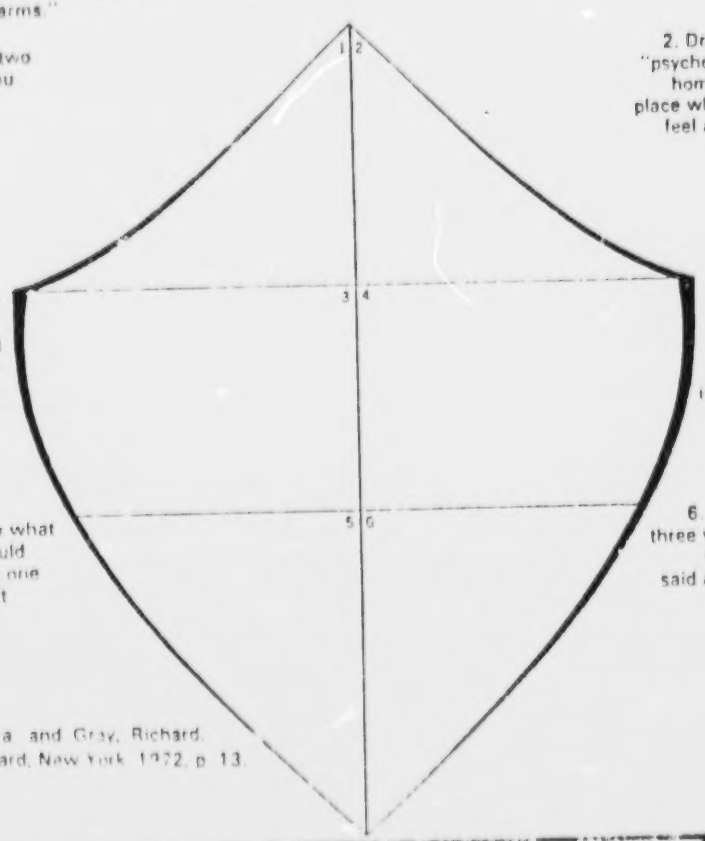
2. Draw your "psychological" home or the place where you feel at home.

3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.



Source: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard. *Deciding*. College Entrance Examination Board, New York, 1972, p. 13.

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GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT B. Physical changes Purpose: To help students understand the physical changes of puberty	1. Introduce this activity by discussing the definition of puberty. Discuss common fears of puberty, allowing students to voice their fears. 2. With girls only, discuss menstruation using sample personal supply kits. 3. Invite a nurse, physician, school psychologist, or member of the Public Health Department to lead a class discussion on the process of human reproduction. 4. Establish a question box for anonymous problems and concerns. Read and discuss items from the box. 5. Read, then discuss the following: Jane Miller was a tall, thin girl. She was much taller than the other girls in her class. She wore a size 9 shoe. She walked with slumped shoulders in order to appear shorter. She was miserably self-conscious. Because Jane felt that she was different, she gave up and believed that she could do nothing to improve her appearance. What advice would you give her that would make things easier for her? What do we mean when we say, "Growth goes by spurts?" What do we mean by "early growers" and "late growers?" What difficulties arise in your social life as a result of the fact that girls mature earlier than boys? Do you know that it is normal to be different from other boys or from other girls? Every person has his or her own way of growing. SOURCE: Being Teen-Agers

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 2. Developing friendships A. Assuming responsibility for self-discipline Purpose: To help students understand the concept of friendship and become aware of alternative behaviors	1. Seat students in a circle. Brainstorm ways to make friends. List ideas on the chalkboard and discuss them. Role play the best ideas. 2. Have students create a checklist of desirable characteristics in a friend. Pass the following sentence stub around the circle for each student to complete: A friend is ... 3. Have students relate incidents in which they lost control of self. Let the class suggest alternative behaviors. Role play incidents and alternative behaviors. Discuss the consequences of each reaction. 4. Request students to identify specific problems areas, such as peer fighting, lying, cheating, drinking, use of drugs, etc. and formulate strategies to cope with each situation. Role play situations. 5. Have students list things they do for self-control, for example, when angry, counting to ten before anything is said or done.
B. Managing conflict Purpose: To help students formulate strategies for coping with conflicts	1. Discuss the following: Who in the community usually settles conflicts? In games? At home? Are all disputes settled fairly? Is settling a dispute easy? Why or why not? 2. Set up the classroom to resemble a courtroom. Have a box with slips of paper designating the following roles: judge, jury, defense attorney, prosecuting attorney, witnesses, and defendant. Set the stage by discussing what occurs in a courtroom situation. Have students relate information they know about courtroom procedures based on real life experiences and television programs. Now have students identify some typical conflict situations at school and select one to role play as a mock trial. Roles to be played should be selected from the box. Have students comment on their feelings about the outcome of the trial and its effects on their behaviors.

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Role Playing Situation Mrs. Adams is a sixth grade teacher at Littletown School. Most of the students in her class get along very well, and until the last two weeks they have had a very successful school year. In the last two weeks, someone has been taking things from many of the students. Last Tuesday before lunch, Jane discovered $1.50 missing from her purse, which she kept under her desk. The next day, John could not find his frisbee, which he always kept in his locker. Mrs. Adams' spare pencil can is always empty in spite of her daily efforts to replenish the supply. Everyone in the class had always been careful to return the pencils to the can when they were through because they appreciated having pencils to use when they needed one. Yesterday, Marge brought her prized set of colored pencils to use on the class bulletin board. After P. E., when the art committee started to work on the bulletin board, the pencils were missing. Later that afternoon, when everyone was getting ready to go home, some pencils exactly like Marge's fell out of Tom Nash's book bag. Everyone thinks Tom is the classroom thief. Tom transferred to Littletown just one month ago. What should the teacher do? Is it fair to assume Tom is a thief? What should he do? What should Marge do? Is Tom guilty? If so, what would be appropriate punishment? 2. There are several guidelines one may follow in making effective complaints. Teach fewer and more concrete guidelines to younger children with the degree of abstractness increasing with the maturity of students. The basic procedure is to distribute a list of guidelines to students, defining their meaning in terms of behavior, and then discussing any questions students voice. Following the discussion, students are asked to select partners with whom to practice the new guidelines. The students are asked to think of a recent time when they made a complaint or did not make a complaint when they should have. The complaint is role-played with each partner trying to follow the guidelines when it is his/her turn to complain. The complaints are directed toward the other partner who plays the role of the person to whom the complaint is directed.

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	Some of the guidelines taken from Thompson and Poppen (1972) are included below: A. Complain to the person who is infringing on your rights. Frequently, many of us complain to everyone but the right person with two possible consequences: (a) the people causing your trouble never hear the complaint; and (b) they keep on doing the same undesirable behaviors. B. Avoid comparisons with others. Do not say, "I wish you were as good as the teacher I had last year." Rating a person as inferior brings an end to listening and a beginning to defensive behavior. C. Voice your complaints as soon as it is feasible to do so. Repressing bad feelings caused by resentment is not helpful to anyone. D. Make just one complaint at a time. Do not confuse the issue at hand. Avoid saying, "And furthermore, ..." E. Give people a chance to correct their behavior (if possible) before going on with the complaint. For example, if people crowd in ahead of you in a line waiting for the movies, ask them if they are aware that the end of the line is back there. F. Sarcasm has no place in effective complaining. If used, the result may be that your complaint is taken as a joke and not heeded, or you may further damage a relationship without having your complaint heeded. G. Refrain from asking people why they do things when you mean to say stop doing it. If you ask why, the person may tend to rationalize the undesirable behavior and continue to do it. Just ask people to stop the behavior! H. Rehearse your complaints in order to avoid undesirable complaining behaviors. I. Be sure to make your complaints if you consider them to be legitimate. Failure to make your legitimate complaints gives the green light for continuing to infringe on your rights. Even if the person does not respond to your complaint

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	you will be stronger for having informed the person of your rights. J. Ask yourself what is the worst possible thing that could happen to you if you made the complaint. Developing the courage to complain may be the hardest thing to do, because sometimes we may tell ourselves all sorts of ridiculous things that will happen if we make the complaint. Yet, worse things seem to happen when we do not make the complaint. SOURCE: The Multi-Center Elementary Guidance ESEA III Program, Robertson County Board of Education, Springfield, TN, 1975.
3. Refining the problem-solving process A. Techniques Purpose: To help students use the decision-making skills as a basis for making responsible choices and setting appropriate goals	1. Have students in groups of 5 or 6. Say: "Sometimes it is especially important to make a good decision, so people might get someone else to help them make these really important decisions. They might use a stockbroker, a lawyer, a doctor, or an architect for certain difficult situations in which a decision has to be carefully thought out. When you have really tough decisions to make, you want experts to help you. Now, imagine a new kind of expert. Instead of a lawyer who is an expert in legal matters or a doctor who is an expert in medical knowledge, pretend there is a 'Decision-Maker'--an expert on decision making. You can hire him to make your decisions for you! The questions on the work sheet may help you learn something about yourself or about the decisions that are important to you. You have 15 minutes to fill out the work sheet, then you'll share it with your small group. Now I'll hand out the work sheets and pencils. After 15 minutes call time and ask them to share their answers with their groups. Ask: "How hard or easy was it to decide what decisions to get help for?" "Did anyone have any particular problems with this activity?"

GRADE SIX

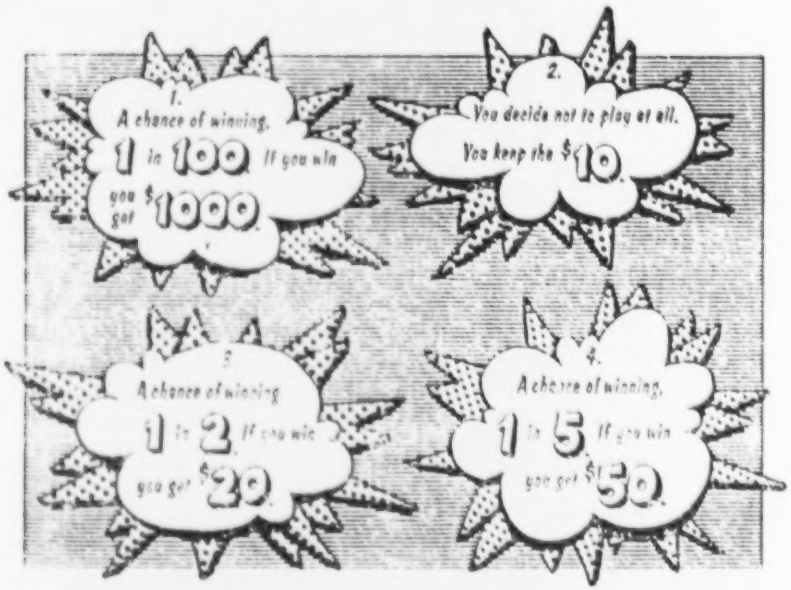
CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	**DECISION MAKER WORKSHEET** 1 Assume there are very few Decision Makers. You can assign only three decisions in your entire life to the expert. Which three would you assign? a. _____ b. _____ c. _____ 2 Assume you are required to assign ALL decisions in your life except three to the expert. Which three would you **NOT** assign? a. _____ b. _____ c. _____ 3 For each decision in question 1, what instruction would you give your Decision Maker? Why? a. _____ b. _____ c. _____

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	SOURCE: Treat, Carol Lou, and Bormaster, Jeff, TLC II, Talking: Listening: Communicating II, 8807 Merion Circle, Austin, TX 78754, pp. 122-124.
	2. Present the steps for decision-making on a chart or use a handout. A. State the problem. Say exactly what it is. B. Decide on your goal. C. Explore all possible alternative solutions. Think of as many as you can. D. Consider the consequences of each alternative. Think of what might happen next. E. Choose an alternative to act upon. F. Act on the choice. G. Evaluate and choose another solution if necessary. Use some typical examples of decision-making in the classroom, such as telling on someone or cheating to "walk students through" this model.
B. Risk taking Purpose: To help students become aware of how risk is involved in decision making	1. Ask students to define "risk." After several have contributed, explain that sometimes the risk involved in a certain decision is worth the outcome and sometimes it isn't. Discuss the risks involved in the decisions about the use of drugs, smoking, and sexual behavior. 2. Use the following worksheet with students. **TESTING YOURSELF ON STRATEGY** Look at the four alternatives on the following page. See if you can identify the risk-taking strategy in each alternative. Imagine you are given $10 and invited to play a game of chance. You can play only one time. If you lose, you will lose the $10. Which would you choose?

GRADE SIX

CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	



Because this activity allows you to choose among alternatives with known amounts of risk, it is a good example to apply strategy to.

Try to explain why a decision-maker would choose each alternative above. Try to predict what choice your best friend would make. Your parents. Your teacher. Can you see how strategy is related to values and objectives? Can you explain this relationship in a few words? Write your explanation on a sheet of paper.

SOURCE: Gelatt, H. B., Varenhorst, Barbara, and Gray, Richard, Deciding, College Entrance Examinating Board, New York, 1972, p. 43.

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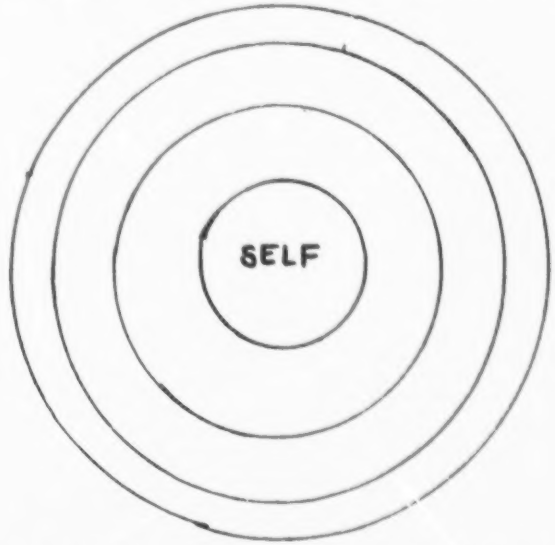
CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT 4. Assessing the influence of others Purpose: To help students determine people and things that influence them and how they are influenced	1. Give each student a concentric circles worksheet. Ask them to write the word "Self" in the center. Discuss peers, parents, teachers, entertainers, church, music, books, movies, etc. that influence them. Have students place the name of the person or thing that most influences them in the circle next to the one containing the word "Self." Continue, filling in the circles with the names of the person or thing that exert the most influence on them, ending with the person/thing that exerts the least influence. Discuss how each of the people or things influence them. For example, peers might influence them to wear a certain kind of blue jeans or shoes, while parents might influence their choice of courses. Example:  To help students develop perspective, ask them to fill in the circles again while pretending that they are 20, 40, and 60 years old.

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CONCEPTS	ACTIVITIES
PERSONAL/SOCIAL DEVELOPMENT	2. Divide the class into groups of four or five students. Give each group one of the accompanying worksheets and tell students they must all agree on the order. "Survival at Sea" You are a member of a fishing party on a fifty foot trawler which has run into bad weather and engine trouble more than 150 miles from the nearest shoreline. The captain of the ship has stated that because of rough seas the boat weight must be lightened for fear of sinking. In what order would you throw things overboard? Why? ____ Box of matches ____ Radio-ship-to-shore ____ Compass ____ Navigational map ____ 10 gallon jug of water ____ Signal flares ____ Life rafts ____ 100 feet of rope ____ Flashlight ____ Life jackets SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 11.

GRADE SIX

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 1. Adjusting to middle/ junior high school Purpose: To help students adjust successfully to a new environment	1. Provide orientation to the junior high or middle school which includes the overall school program, school regulations, sports programs, etc. 2. Send a Guidance Newsletter to parents and a welcome letter to new students and their parents. 3. Pick students to role play the following situations and alternative behaviors for coping with each. a. You are sitting alone in the cafeteria. Another student walks by, looks at you, and keeps on walking without saying anything. b. You are sitting in your seat waiting for class to start. The people in front of you and behind you begin talking to each other. c. You rip your pants in class and it is time to leave. d. Another student in class calls you a name and says "After class, you're in for it!" e. Someone writes a note about you and you find it. f. You discover that what you have studied, and what the class is studying is totally different. g. You come up to a group of students at lunch who are talking about someone you like and they are really putting this person down. Summarize ways to handle problem situations. Have student give an "I learned...." statement about the session. SOURCE: Alachua County School Counselor Resource Guide: Elementary K-6, School Board of Alachua County, Florida, 1983.
2. Expanding study skills Purpose: To help students identify and improve study skills	1. Ask for a definition of "studying." Encourage several responses and write them on the chalkboard. Discuss. 2. Have students obtain pencil and paper for taking notes during a short lecture on how to study. After the lecture, have volunteers read samples of their notes. Discuss good and bad note taking methods. Include the following points:

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CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	Write notes which make sense to you. Write them in your own words. Do not write complete sentences. Do write main ideas and supporting details. Listen attentively. Ask questions when you don't understand. Read your notes later and reorganize if necessary. 3. After discussing the following study habits with students, have them make up a short test on the topic. **GOOD STUDY HABITS** Learn to study with a purpose. Find out why you are reading a selection. Take notes, don't daydream. Begin your work promptly. The sooner you begin your assignment, the better. Make sure that you have your assignments written down and you follow the directions exactly. Keep your desk clean and orderly. Before you work, see that you have all the necessary materials: pen, paper, textbook, ruler, eraser, notebook, dictionary. In the classroom listen carefully and ask questions when you are puzzled during the explanation. In the library the good student knows how to find what he is after and makes notes on what he finds. Keep track of what you have accomplished each day. When you have completed an assignment use any remaining time to work on other assignments. Do one lesson at a time. Before you start to work on a lesson, plan how you are going to do it. Then get started immediately--don't waste time. Always try to work out your problem and your own ideas before you seek help. Your teacher is always ready to help you solve your study problems. He understands your work better than anyone else. When you concentrate, your entire mind is concerned with the material you are working on. Keep your mind on your work.

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CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	When you read try to remember what you read. Keep trying to improve. The more you practice the longer you will be able to concentrate. SOURCE: Green Bay Public Schools, Green Bay, WI, 1962, p. 3. 4. <u>Test Taking Skills</u> "Developing Familiarity With Tests" Review and define concepts: A. Opposite, most, like, same, usual, left, right, down, up, similar, etc. B. Compare, evaluate, list, contrast, describe, outline, illustrate, define, explain. C. All, only, always, and never mean without exception. D. Usually, often, and frequently may change the character of an answer required. "Answering Test Items" Teachers can help students learn to recognize and answer various kinds of test questions. Students could construct, with the help of the teacher, test items for each type of test question: multiple choice, matching, short answer, true-false, etc. Discuss and demonstrate the rationale for the following test strategies. Use a test that students have taken or one that is a practice test. - Multiple choice-anticipate answer in mind before looking at choices. - Matching-use process of elimination. - Short answer-write what you do know. - True/false-if any part is false; the whole statement is false. - Classification (Multiple choice in reverse). - Detail items-scan to find probable answer. - Main idea/context-look for corresponding ideas, words, thoughts. - Inference-find section that contains facts on which conclusion is based.

GRADE SIX

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	"Test Taking Hints for Students" Discuss these tips with students. Getting ready physically and mentally: Get plenty of sleep the night before the test. Don't take a test hungry. Eat your breakfast. Be on time and alert. Listen carefully to directions. Put everything else out of your mind and think only of doing your best. If you wear glasses, be sure to wear them! Making fewer mistakes: Read all directions. Understand what you are supposed to do. Ask the person giving the test for help if you don't understand the directions. Read questions carefully and ALL the answer choices before you mark an answer. Be sure the question number in the test is the same as where you mark your answer on the answer sheet. Guessing: If you will not be penalized for wrong answers, you should guess, but not wildly. Try to eliminate some of the answer choices as wrong; this increases your chances. If the choice is not reasonable, it is wrong. Making the best use of your time: If the test is timed, don't rush--but don't linger. Answer the easy questions first. If you are stumped by a question, go on with the test and come back later. Make a note of the questions you want to go back to so you can find them easily. When you finish, go back over your answers.

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	Miscellaneous Tips: Don't panic. Tackle each question one at a time rather than thinking about the whole test at once. Use relevant content information from other test questions where possible. Don't score yourself as you take the test. Change your answer if, on second thought, you think another response is better. Remember, there will be no pattern of correct answer choices. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, pp. 14-16. 5. Brainstorm why students are tested, kinds of tests that are used, and preparation techniques used for different kinds of tests. 6. Read the following situation to students, then have them individually identify the frustration involved, what they believe their behavior might be, and why they would behave in that manner. Discuss their reactions. SITUATION: Your friend is cheating on the same test you are taking. 7. Begin the session with a discussion of one way and two way communication in school. Ask the students to define and give examples of one-way communication. (examples: lectures, handouts with written instructions, instructions written on the board, public address announcements). Then ask students to define and give examples of two-way communication (examples: class discussions, teacher asking for questions, journals, talking with a teacher before or after class). Choose a class member to be the sender. Each of the other students should have a paper and pencil. Have the sender stand at the rear of the class so that he faces the backs of the other students. The sender then has 3 minutes to describe Figure 1 using any **verbal** directions desired, in an effort to help the rest of the class draw the figure

GRADE SIX

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	on their papers. This is one-way communication, thus there can be no questions from the class. When the three minutes are up, ask the class to write one word on their papers that best describes their feelings at that moment. Let the sender show Figure 1 to the class. Lead the class in a discussion to include the following points: a. How the absence of eye contact affected them. b. How the inability to ask questions made them feel. c. How the sender felt. Choose another sender and repeat the exercise using Figure 2. This time the group may ask five questions during the 3 minute description. Again, **all directions must be verbal**. Discuss this round and show Figure 2. Select a different sender and repeat the exercise using Figure 3. However, this time the sender stands in front of the group and allows as much interaction as possible between the sender and the group after the 3 minute description. Although this figure is more difficult to describe, greater accuracy generally results. Show the figure to the class. Discuss the following values and problems of two-way communication for both sender and receiver and make applications to classroom situations. Some points to cover include: a. Sometimes the senders are frustrated by questions; teachers may become impatient with repeated questions. b. Sometimes questions are misunderstood, more likely when not in close eye contact with sender; eye contact is important. c. The sender is not aware of what is not understood when questions are not allowed; teachers need student feedback. d. Receivers benefit from questions of others; many students often have the same questions.

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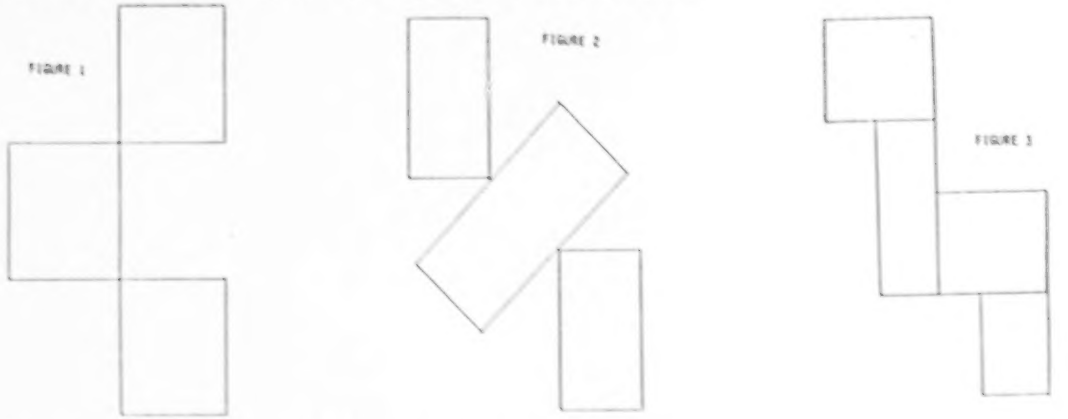
CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	Review the value of two-way communication. Suggest that sometimes teachers depend on students to change one-way communication into two-way communication. Encourage two-way communication in all classroom activities.
3. Assuming increased responsibility for independent work Purpose: To help students become autonomous learners	1. Explain how to make and keep a schedule for study. Have students set up daily, then weekly schedules. Emphasize decision-making skills. 2. Assign independent projects for students to complete. 3. Have students plan and organize a party for their parents. Ask each student to decide upon a responsibility to perform in helping with the party: for example, writing invitations, planning activities, helping with food, etc. 4. "Am I a Self-Disciplined Student?" Answer the following questions about yourself. Write the letter of the answer that best describes you in the space to the left of each item. A - Always B - Most of the time C - Some of the time D - Never ___ 1. I get myself up in the morning. ___ 2. I get to breakfast when it is ready.



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CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	___ 3. I get myself dressed for school in plenty of time.
	___ 4. I brush my teeth and hair before I leave.
	___ 5. I remember my books, lunch, and materials needed for that day.
	___ 6. I get to the bus stop before the bus arrives.
	___ 7. I get to my classroom on time.
	___ 8. I keep my desk and the area around it clean and picked up.
	___ 9. I remember my homework and turn it in on time.
	___ 10. I complete my work assignments during the day.
	___ 11. I am careful not to disturb my friends when they are studying.
	___ 12. I remember other students are working when I walk down the hall and I talk softly.
	___ 13. I bring my lunch money or remember my lunch every day.
	___ 14. I copy my homework assignments down and prepare my books to take home with me.
	___ 15. I get in the bus line in time to walk to the bus.
	___ 16. I hang up my coat and put my books away when I arrive home.
	___ 17. I remember to do my homework.
	___ 18. I remember to do my jobs or chores at home.
	___ 19. I get myself to bed at my bedtime without being reminded.
	Guide a class discussion using these questions: What are somethings that prevent you from controlling your life? What are somethings you can do to gain control? How does self-control relate to responsibility and gaining independence?

CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT	SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, p. 21.
	5. "Do You Get Caught in These Study Traps?"
	When you sit down to study do you . . .
	daydream??? go to sleep??? get restless??? look at the book for hours and still don't know the lesson???
	How, how, how---can I detour these study traps?
	Take the **E A S I E R** road!
	Examine what you have to read to get an overall picture. Take note of chapter and paragraph headings. Look at pictures and their captions, at charts and graphs.
	Ask questions. What will this lesson be about? What happened? Who? When? Where? Why?
	Set goals for yourself. Write down what you want to learn from this lesson, what you expect to get out of your reading.
	Investigate closely by reading. As you read, fix in your mind the important points. If you wish to understand and remember, you must **think** about what you are reading as you read.
	Emphasize what you read by saying aloud important points you want to remember. Some people say that if you repeat something three times, you will remember it! (It won't hurt to try, will it?)
	Review what you have learned. Did you answer the questions you had when you surveyed the material? You might jot down notes about the main ideas, or make up questions to answer about what you read.
	SOURCE: Sue Hair, Text; Bill Jenkins, Illustrations

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CONCEPTS	ACTIVITIES
EDUCATIONAL DEVELOPMENT 4. Continuing assessment of academic strengths and weaknesses Purpose: To help students understand standardized test scores and use them along with grades for increased self-awareness	1. Interpret standardized test scores for students and parents. Set instructional goals with students based on test scores and report card grades. 2. Break students into groups and assign a group leader to be the spokesperson and secretary/recorder for the group. Then ask each group to brainstorm a list of behaviors that are exhibited by students who do well in school. Have the spokesperson for each group share his/her group's list with the class. Compile the behaviors mentioned for a "What Do Successful Students In Our School Do?" handout.

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CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT 1. Exploring additional career clusters A. Business and Office Occupations B. Environmental Control Occupations C. Health Occupations D. Agri-business Purpose: To help students learn about a variety of jobs and become familiar with career resources	1. Have students cut out of the Sunday newspaper's Want Ads section all jobs related to the job clusters below: Business and Office Occupations — Environmental Control Occupations Health Occupations — Agri-business (The yellow pages of a telephone directory may also be used for this activity.) Let students create an appropriate classroom display with the want ads. 2. Ask students to select a career in each cluster to research. Introduce them to the Dictionary of Occupational Titles and the Occupational Outlook Handbook for research purposes.
2. Recognizing abilities and skills required for various careers Purpose: To help students acquire foundations for occupational planning	1. Role play a situation between a student and parent in which the parent is urging the student to go into a certain career because of economics, prestige, or family traditions and the student's resisting because of strong interests and abilities in another direction. Explore several alternatives. 2. Have a Career Dress Up Day. Have students share the occupation they represent, telling what they like to do, what their job is, the job cluster to which the occupation belongs, and school subjects that are related to the occupation. 3. Have students fold a piece of paper in half. On the top ask them to write whatever they do best. They may name more than one ability. At the bottom, have them write the kind of work they would like to do. Are abilities consistent with occupations? Have students research one occupation focusing on abilities that are required. 4. Explain that careers are described in terms of data (information), people and things. All jobs involve working at some level with data, people, and things. Read the examples of data activities and have students circle the activities that

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CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT	they like. Ask students to list some other activities they like under Data. Do the same with people and things. There are no right or wrong answers. Data Activities: writing a play, reading a book, playing Monopoly, doing math homework People Activities: acting in a play, singing in the church choir, going to a birthday party, tutoring another student, belonging to a team. Things Activities: Building a model, baking cookies, sewing, skating, creating scenery for a play

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CONCEPTS	ACTIVITIES
CAREER/VOCATIONAL DEVELOPMENT	5. Have students interview friends, neighbors and community members to find out what those people do in their jobs. The interview format below may be used or students may develop one of their own. A class discussion should follow, and students should share their interviews with the class. SOURCE: Developmental Guidance Program, Jefferson County Schools, Birmingham, Alabama, 1986, pp. 21-22.

1. Where do you work? _____
2. How long have you worked there? _____
3. What is the name of your job? _____
4. What are 3 important duties you have? _____
5. What do you like about your job? _____
6. What are some things I would need to know to have a job like yours? _____

Name _____

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APPENDIX A

APPENDIX

CAREER EDUCATION CONCEPTS IN THE CURRICULUM

CONCEPTS	CODE
A. Learning to Live (Personal-Social Development)	
1. Self-Awareness	
(a) Knowledge about himself/herself	SA(a)
(b) Attitudes about himself/herself	SA(b)
(c) Developing an internalized value system	SA(c)
2. Attitudes and Appreciations	
(a) Developing a value system applied to a career role	AA(a)
(b) Developing positive attitudes toward self and others	AA(b)
(c) Examining the roles of others in our society	AA(c)
(d) Developing self-social fulfillment	AA(d)
3. Decision-Making	
(a) Understanding cause and effect relationships	DM(a)
(b) Examining the decision-making process	DM(b)
(c) Practice in decision-making skills	DM(c)
(d) Planning toward career development and career goals	DM(d)
B. Learning to Learn (Educational Development)	
1. Educational Awareness	
(a) Awareness of the relationship between education and training and preparation to enter the world of work	EA(a)
(b) Relating education and training to specific career roles	EA(b)
(c) Relating education and training to life roles	EA(c)
(d) Selecting and evaluating educational awareness toward developing personal career plans	EA(d)
2. Beginning Competency	
(a) Understanding tool and process applications	BC(a)
(b) Applying tool and process applications to employment skills	BC(b)
C. Learning to Earn a Living (Career/Vocational Development)	
1. Career Awareness	
(a) Developing attitudes toward an interest in careers	CA(a)
(b) Learning about career performances and associated lifestyles, rewards, working conditions and education and training required	CA(b)
(c) Learning what is involved in the development, growth, behavior, training, and the rewards for persons employed in specific occupations	CA(c)
(d) Career exploration and preparation for a career identity within the world of work	CA(d)

CONCEPTS		CODE
2.	Economic Awareness	
	(a) Observing and learning about our "Free Enterprise"	ECA(a)
	(b) Exploring our economic environment and its conceptual elements and networks	ECA(b)
3.	Employability Skills	
	(a) Learning the basics of locating and obtaining employment	ES(a)
	(b) Developing group participation skills and other social-relation skills related to worker adjustment and employability	ES(b)

MATRIX OF CAREER EDUCATION CONCEPTS
INCLUDED IN THE GROUP GUIDANCE ACTIVITIES
(CROSS-REFERENCED BY GRADE LEVEL)

CONCEPT	K	1	2	3	4	5	6
Self Awareness							
Knowledge about Self	Page 1 (1A-B)	Page 11 (1)	Page 22 (1A)	pp. 40-41 (5) Page 35 (2)	Page 48 (1) Page 52 (c)	Page 60 (1)	Pages 73-75 (1A-B)
Attitudes about Self	Page 4 (2A-B)	Page 11 (2A)	Page 22 (1B)	Page 35 (2)	Page 52 (c)	Page 60 (2A-B)	Pages 76-78 (2A-B)
Developing Value Systems	Page 4) (2A-B)	Pg. 11(2B) Pg. 15 (4)	Page 22 (1A B)	Page 35 (2) Page 38 (3)	Page 53 (4)	pp. 60-64 (2A-B) (3A-B)	Pages 73-78 (1A-B) (2A-B)
Attitudes and Appreciation							
Applying Values to Careers	Page 10 (1A-B)	Page 21 (1)	Page 34 (1) (2)	pp. 45-46 (1) (2) (3)	pp. 51-52 (3A-B)	Page 72 (1A-C) (2)	
Developing Positive Values	Page 8 (1-2)	Page 11 (2A-B)	P. 24 (2A) P. 27 (3B)	Page 39 (3B)	Page 55 (2)	pp. 60-64 (2A-B) (3A)	Pages 76-80 (2B)
Examining Roles	Page 10 (1B)	Page 16 (4)	Page 24 (2B)	Page 38 (3) Page 39 (3B)	Page 50 (3)	Page 64 (4A-B)	
Self-Social Role	Page 10 (1A)	Page 11 (2C)	Page 26 (3A-B)	Page 39 (3C) Page 40 (4)	Page 50 (3) (3A-B)	pp. 64-66 (4A-B)	Pages 76-78 (2A-B)
Decision-Making							
Cause & Effect Relations	Page 5 (3) pp. 6-7(3)	Page 13 (2D)	Page 30 (4C)	Page 40 (4)	Page 52 (3C)	pp. 60-64 (2A-B) (3A-B)	Pages 79-84 (3A-B) (4)
Decision-Making Process	pp. 6-7(3)	Page 13	Page 29 (4A-B)	Page 35 (1)	pp. 53-54 (5)	Page 71 (3)	Pages 79-80 (3A)
Decision-Making Skills		Page 14 (4)	Page 29 (4C)	Page 35 (2)	Page 53 (5)	Page 70 (2)	Pages 79-84 (3A-B) (4)
Planning Careers						Page 72 (1A-C) (2)	
Educational Awareness							
Education and Training Relationships	Page 8 (1)	Page 20 (2) (3)	Page 34 (1)	Pages 45-46 (1) (2) (3)	pp. 56-57 (1A-D) (2A-E)	pp. 64-65 (4B)	Pages 95-96 (1) (2)
Relating Education to Career Roles	Page 8 (2)	Page 21 (1) (2)	Page 34 (2)	Pages 45-46 (1) (2) (3)	pp. 56-57 (1) (2)	Page 72 (1A-C) (2)	Pages 95-96 (1) (2)
Relating Education to Life Roles	Page 10 (1A)	Page 21 (1) (2)	Page 34 (1) (2)	Page 40 (5) Page 41 (5)	pp. 56-57 (2) (3)	pp. 64-65 (4A-B)	Pages 95-96 (1) (2)

MATRIX OF CAREER EDUCATION CONCEPTS
INCLUDED IN THE GROUP GUIDANCE ACTIVITIES
(CROSS-REFERENCED BY GRADE LEVEL)

CONCEPT	K	1	2	3	4	5	6
Educational Awareness (Continued)							
Developing Career Plans						Page 72 (1A-C) (2)	Pages 95-96 (2)
Beginning Competency							
Tool & Process Applications	Page 8 (3)	Page 17 (1A)	Page 32 (1)	Page 42 (1) (2)	Page 55 (1) (2)	pp. 67-69 (1) (2)	Pages 85-91 (1) (2)
Applying Tool & Process Applications	Page 9 (3)	Page 17 (1B)	Page 32 (2)	Page 43 (2)	Page 55 (1) (2)	pp. 67-71 (1) (2) (3)	Pages 91-94 (3)
Career Awareness							
Developing Career Interest	Page 10 (1A-B)	Page 21 (1) (2)	Page 34 (1)	Page 45 (1)	Page 56 (1A-D)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Career Performance & Lifestyles	Page 10 (1A-B)	Page 21 (1) (2)	Page 34 (2)	Page 45 (1) (2)	Page 56 (2A-E)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Career Rewards	Page 10 (1B)	Page 21 (1) (2)	Page 34 (1) (2)	Page 45 (1) (2)	Page 87 (2A-E)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Career Exploration	Page 10 (1A)	Page 21 (1) (2)	Page 34 (1)	Page 45 (1) (2)	Pages 56-57 (1A-D) (2A-E)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Economic Awareness							
The "Free Enterprise" System					Page 57 (3) (4)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Exploring the Economic Environment					Page 54 (5)	pp. 65-66 (4B) (A-L)	Pages 95-97 (1A-D) (2)
Employability Skills							
Locating Employment Sources				Page 46 (2)	Pages 56-57 (1A-D) (2A-E)	Page 72 (1A-C) (2)	Pages 95-97 (1A-D) (2)
Development Worker Adjustment Skills	Page 4 (2A-B)	Pg. 11(2B) Pg. 15 (4)	Page 22 (1A-B)	Page 40 (4) Page 43 (3)	Page 49 (2)	Page 61 (2B) (3A) pp. 64-67 (4A-B)	Pages 83-84 (4) Pages 89-93 (3) (4)